DOCUMENT RESUME

ED 030 237 EC 003 914

By-Antill, Francis, Ed.; And Others
Day Care Center Curriculum Guide.
Louisiana State Dept. of Hospitals, Baton Rouge. Div. of Mental Retardation.
Pub Date [64]
Note-215p.
EDRS Price MF-$1.00 HC-$10.85
Descriptors-Behavior Patterns, Behavior Rating Scales, *Curriculum, *Exceptional Child Education, Handwriting, Health Education, *Instructional Materials, Interpersonal Competence, Language Development, *Mentally Handicapped, Music Activities, Poetry, Prevocational Education, Psychomotor Skills, Safety Education, Self Care Skills, Speech Therapy, State Programs, *Teaching Methods, Trainable Mentally Handicapped
Identifiers-Louisiana

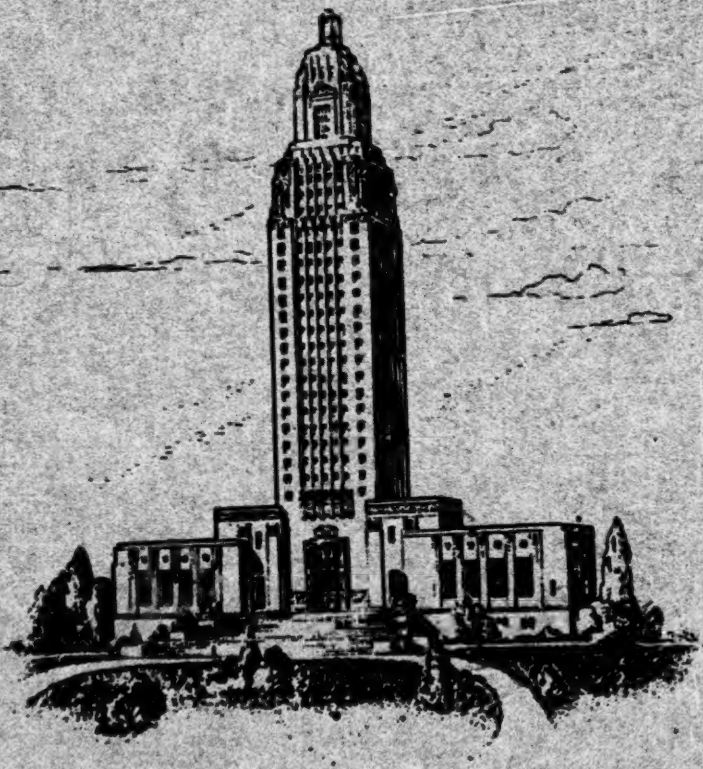
Content, materials, and teaching suggestions are provided for trainable retarded children in the following areas: self care skills; motor skills and coordination, communication; socialization; vocational training; safety; health; and intellectual stimulation. Eleven supplements give additional information on toilet training, a perceptual survey rating scale, a music program for retarded children, finger plays and poems, a speech readiness guide, writing, behavior traits which may require disciplinary action, the establishment of the day care center program in Louisiana, sample forms, sample daily schedules, and a list of materials and equipment. A bibliography is included. (RJ)

ED0 30237

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

DAY CARE CENTER CURRICULUM GUIDE



LOUISIANA STATE DEPARTMENT OF HOSPITALS

DIVISION OF MENTAL RETARDATION

EC008 914E

TABLE OF CONTENTS

PREFACE

OVERVIEW

CHILDREN LEARN WHAT THEY LIVE

WHO ARE THE TRAINABLE MENTALLY HANDICAPPED CHILDREN

UNIT I - SELF-HELP FOR DAILY LIVING

UNIT II - MOTOR SKILLS AND COORDINATION

UNIT III - COMMUNICATION

UNIT IV - SOCIALIZATION

UNIT V - VOCATIONAL TRAINING

UNIT VI - SAFETY

UNIT VII - HEALTH

UNIT VIII - INTELLECTUAL STIMULATION

SUPPLEMENT NO. I - TOILET TRAINING

SUPPLEMENT NO. II - A PERCEPTUAL SURVEY RATING SCALE

SUPPLEMENT NO. III - MUSIC PROGRAM FOR RETARDED CHILDREN

SUPPLEMENT NO. IV - FINGER PLAYS AND POEMS

SUPPLEMENT NO. V - SPEECH READINESS GUIDE

SUPPLEMENT NO. VI - WRITING

SUPPLEMENT NO. VII - BEHAVIOR TRAITS WHICH MAY REQUIRE DISCIPLINARY ACTION

SUPPLEMENT NO. VIII - BASIC INFORMATION RELATIVE TO ESTABLISHMENT OF DAY CARE CENTER PROGRAM IN LOUISIANA

SUPPLEMENT NO. IX - SAMPLE FORMS WHICH MAY BE USED IN DAY CARE CENTERS

SUPPLEMENT NO. X - SAMPLE DAILY SCHEDULES

SUPPLEMENT NO. XI - MATERIALS AND EQUIPMENT

BIBLIOGRAPHY

PREFACE

In a booklet of this scope it is obvious that execution depended upon considerable material from many sources and many talented people. Special thanks are due to the many day care center teachers throughout Louisiana who provided material used in the compilation of this curriculum guideline and to enumerate all those on whose work this booklet was built would be impossible. I must, however, acknowledge my special appreciation to the special committee composed of Mr. Francis Antill, Mrs. Tasca Savoie, and Mrs. Catherine Sproles, who worked untiringly in compiling and editing this material.

Otto P. Estes
Chief
Division of Mental Retardation

OVERVIEW

This Guide for the Trainable Mentally Retarded is the product of a decade of experience with trainable children in special classes in our public schools. It is based upon those selected activities which skilled teachers have found to be successful in helping these children attain maximum growth. It is offered as a tentative curriculum. Each teacher is asked to critically evaluate each phase of this guide as she uses it with her children.

The chief objectives of our classes for trainable children are:

1. Develop as healthy a physique as possible and good health practices, including safety.
2. Guide each child to be a happy, well adjusted personality with feelings of security, adequacy, belongingness, independence, and achievement in keeping with his potentiality.
3. Develop a better understanding of group and community relationships and social attitudes that will enable the child to recognize and take his part in community life.
4. Enable each child to understand better and to participate more fully in homelife, and thereby, develop social assets and practical skills that will help him to become a worthy home member.
5. Develop concepts and skills in the basic tool subjects, the communicative skills and arithmetic, for functional use in life situations.
6. Develop good work habits, skills, and attitudes as a basis toward earning a livelihood, i.e., the development of partial or total economic independence and occupational competency.
7. Develop interests, activities, and skills that will have carry-over value in and out of school for worthy and acceptable use of free time.

It is suggested that training in each area of this curriculum be offered every day. Due to the limited attention span of the children and their need for meaningful drill, short lesson periods are recommended. Since these youngsters learn through imitation (by demonstration rather than by verbal direction), utmost care in presentation and subsequent drill is essential.

CHILDREN LEARN WHAT THEY LIVE

If a child lives with criticism, he learns to condemn....
If a child lives with hostility, he learns to fight....
If a child lives with fear, he learns to be apprehensive....
If a child lives with pity, he learns to feel sorry for himself....
If a child lives with jealousy, he learns to feel guilty....

If a child lives with encouragement, he learns to be confident....
If a child lives with tolerance, he learns to be patient....
If a child lives with praise, he learns to be appreciative....
If a child lives with acceptance, he learns to love....
If a child lives with approval, he learns to like himself....
If a child lives with recognition, he learns it is good to have a goal....
If a child lives with fairness, he learns what justice is....
If a child lives with honesty, he learns what truth is....
If a child lives with security, he learns to have faith in himself and
those about him....
If a child lives with friendliness, he learns the world is a nice place
in which to live....

WHO ARE THE TRAINABLE MENTALLY HANDICAPPED CHILDREN

Trainable mentally handicapped children are those who develop at such a slow rate that they are unable to profit from the program for the educable mentally handicapped, but they have potentialities for:

1. Developing the abilities to adjust acceptably to the home and neighborhood.
2. Improving in their ability to care for themselves in many respects, and
3. Contributing to their own economic usefulness in the school, in the home and in a residential school or in a sheltered environment.

Such children may be described as follows:

1. Many have physical characteristics of mental retardation such as mongolism, microcephalism, hydrocyphalism and brain injury.
2. Their mental development is approximately one-quarter to one-half that of an average child.
3. Their speech and language abilities are distinctly limited but they are able to make their wants known.
4. They are generally not capable of learning academic skills such as reading and arithmetic beyond learning some words or simple numbers.
5. They are capable of learning to get along in the family and in the immediate neighborhood by learning to share and respect property rights and in general to cooperate with their families and neighbors although they cannot be expected to become self-sufficient in making major decisions.
6. They are capable of eventually learning self-care in personal routines, good health habits, safety and in other necessary skills which will make them more independent of their parents.
7. They are capable of learning to assist in chores around the house and in doing a routine task, when older, for remuneration in a sheltered environment.
8. They will receive care, supervision and economic support throughout their lives.

UNIT I. SELF-HELP FOR DAILY LIVING

CONTENT	MATERIALS
A. Personal Habits	
1. Handwashing: a. Before eating b. After using toilet (Refer to Supplement # I) c. Proper use of soap	1. Soap Water Towels
2. Blowing Nose	2. Box of tissues Handkerchief
3. Keeping hands off others	
4. Relaxing a. At desk b. On rug c. After active play d. After eating	4. Rug or mat (4' x 2' approx.) for each child
5. Hair-combing	5. Personal comb Mirror
6. Nail Care (Fingernails)	6. Orange stick Nail file Nail clippers
7. Gadget handling: a. Turning doorknobs, faucets b. Closing doors, windows c. Turning lights on, off d. Opening drawers e. Flushing toilet	7. Gadget board Busy box

TEACHING SUGGESTIONS

Demonstrate how to wash hands, using soap and water; how to dry hands; how to dispose of used towel.

Supervise children's hand-washing until habit is formed. (Refer to detailed outline under HEALTH PRACTICE, Unit VII.)

Demonstrate how to hold tissue or handkerchief, how to blow without closing nostrils.

Commend children for correctly using tissue and/or handkerchief. Instruct them to request tissue or to get one from box easily accessible for general use. Remind them on this score until the action is automatic.

Teach the child to keep his hands away from another's person. Hands have many uses; however, they are to be kept off other people. Teach correct uses of the hands, i.e., to shake hands, to clap hands; to hold crayons, to hold glass of milk and other food, etc.

Emphasize importance of asking for something from another child instead of grabbing it with the hands.

After active play the children can relax on rugs or put their heads on their desks. Have a child turn out the lights. The teacher may play a record softly or sing a song. Teach children to spread their rugs, fold and put them away.

Give each child individual and daily practice in use of mirror to comb and adjust hair so that he "looks nice". Insist that a clean comb be brought to school.

During the health check each morning and afternoon, examine the child's nails and if trimming is needed, talk about mother doing it. If nails are unclean, direct the child to clean them, demonstrating method.

Demonstrate how to open and close doors with catches, latches; to turn on, off, water faucet, lights.

Ask the children to help you open and close the windows in the room.

CONTENT	MATERIALS
B. Dressing Skills	
1. Clothing a. Coat or sweater b. Hanging coat on hanger, caps on hook c. Shoes	1. Man's shoe Adult's garment Child's own garments Coat hangers Coat hooks Gummed labels
2. Fasteners for clothing a. Buttons b. Zippers c. Buckles, snaps, bows	2. Button boards Man's shirt Large doll and doll clothes Zipper board Cloth books: *By Himself* *By Herself* Buckle board Belts Snap board Doll clothes

TEACHING SUGGESTIONS

Most of our children can remove shoes easily. The problem with some is training them to keep their shoes on at school. Guide the young child in pushing foot into and pulling on shoe.

Demonstrate removing and/or putting on coat whenever necessary, using your own garment. Our children are prone to mimic.

Most children can take off their coats or sweaters before they can put them on. Tell the children to hold both sides of the coat and slip it down the back removing one arm at a time.

When putting on a coat, hold it with the hands by the back at the top. Put the right arm in the armhole, holding the coat with the left hand, then reach back with the left arm and enter left armhole. Using both hands, bring the coat towards the front.

After the first year, most of our children will have formed the habit of pulling the coat on half-way. The majority of a young group will need assistance in putting on their coats.

Designate a place for each child to hang his coat or sweater. (Print the child's name on a gummed label over a specific hook.) Have each child bring a coat hanger to school.

Encourage each child to have his own hanger. Ask the mothers to identify hangers.

Teacher demonstrates and helps each child individually until he has learned the following procedure for hanging up a coat. Hold the coat off the floor to keep coat clean, with the coat lining or inside closest to one's person. Holding the hanger firmly, push the shoulder of it into the shoulder of the coat. Take right hand off the top of the coat and put it on the shoulder with the hanger inside. Hold it firmly. With the free hand, pull the other coat shoulder over the shoulder of the hanger.

Use a button board to teach the children that thumb and finger opposition are necessary to manipulate a button through an opening in buttoning and unbuttoning.

The children can take turns putting on the shirt, buttoning and unbuttoning it. Another activity that can be used is to let one child put on the shirt and another button and unbutton it.

Doll dresses with large buttons, for the younger children, and small buttons for older members in the class, are an aid in effective training.

Have children practice buttoning and unbuttoning their own clothing.

Unzipping is much easier than zipping for most of our children. Show the children how to start at the top and pull zipper tab down slowly. Encourage the children to unzip their coats when they come into the room from outdoors.

Show the children how to zip their garments and encourage their performance until the skill has been learned. Use song: Oh, Have You Got a Zipper Coat? (First Grade Book, page 7.)

Teacher can show how to put on a skirt, shirt, or jacket, or other common objects used by a child in dressing. Include bows, zippers, belt buckles, shoe laces, snaps and buttons, etc.

CONTENT

C. Feeding Skills

1. To swallow
   liquids and strained and mashed foods
2. To drink (and use straw)
   water, milk, fruit juices
3. To bite
   soft foods, such as bread, banana
   solid foods, such as: cookie, carrot, sliced apple, sandwich
4. To chew
   soft foods
   solid foods
5. To use eating utensils:
   to eat with a spoon and fork
   to cut or spread with a knife
6. To wash before meals
7. To use a napkin
8. To observe social amenities

MATERIALS

5. Spoon
   Fork
   Knife

7. Napkin

TEACHING SUGGESTIONS

Demonstrate opening milk bottle at milk period. Most of the children can get the sealed-on hood off the bottle before they can get the plug cap out. Let the children try to open their milk and do not assist them unless they ask you to do so. Your older children will want to open the milk for the ones who cannot.

Have child unwrap his cookie or sandwich at milk period. Most of our children have little trouble with unwrapping cookies and sandwiches. Paper is not to be thrown on the floor. No one wants to be a "litter-bug".

Demonstrate how to open the package by pulling open the flap. Most of the children will want to unfold the top or bottom.

Use straws at milk period. Instruct child to put the straw in the milk and to drink from it. Some children will take the straw out after one try. After practice using a straw and after watching the other children, a child will learn to use it in drinking. Most of the older children have no trouble drinking from a straw.

Let the children take turns passing the cookies, ice cream, etc., at the milk period or at a party. Let the child:

a. Arrange the food on the tray.
b. Hold the tray so that each child can take his portion when it is offered.

Say grace before we drink our milk. Demonstrate how to fold hands and bow heads when you say grace. After a simple prayer has been taught, encourage the children to take turns saying grace.

Use paper napkins at the milk period:

a. Ask a child to pass the napkins, distributing one to each of the children.
b. Have each child place the napkin in the middle of his desk and
    1. Place the straw at the top of the napkin.
    2. Place the milk or ice cream in the center of the napkin.

Dramatize a party. Let one child fold the napkins and place one at each plate. Instruct children to place napkin in lap when eating. When we finish eating, we use the napkins to wipe our mouths.

Encourage children to dispose of napkins correctly.

Use napkins whenever there is a party. Talk to the children about the different kinds of napkins, cloth and paper, (although most of the time paper napkins are used). The children enjoy using holiday and birthday napkins and talking about the pictures.

The teacher:

Provides a mirror for child to watch self
Uses a plastic or paper cup.
Assists child in using cup.
Demonstrates swallowing.
Uses a small pitcher for pouring.
Demonstrates biting a small piece of bread or banana.
Encourages child to do same.
Demonstrates with a piece of apple or cookie.
Demonstrates chewing.
Selects a medium-sized shallow spoon.
Selects a medium-sized knife and fork.
Insists on courteous conduct at eating time.

UNIT II. MOTOR SKILLS AND COORDINATION

CONTENT

A. Hand Skills

1. Grasp and release
    - a. Pick up large object, small object (grasp)
    - b. Catch a ball and bean bag (grasp)
    - c. Scribbling (grasp with movement)
    - d. Sort (reach, grasp, release)
    - e. Hammer (real) (grasp movement, resistance)
    - f. Digging (outdoor or indoor sandbox)
    - g. Helpful Play (Window Pictures, Scouring)
    - h. Fit Togethers
    - i. Clay Work
    - j. Chalkboard Training (hand & arm skills)
    - k. Finger Painting
    - l. Water Play (pouring, mixing, & sorting)
    - m. Dress Dolls
    - n. Wringing & Twisting Activities
    - o. Self-Help Activities

MATERIALS

1. Chair
   Crayon or chalk
   Blocks of various sizes -
   Giant foam blocks
   Balls
   Bean bags
   Pegs or golf tees (cut off tips)
   Beads
   Fork, spoon
   Bottles and Jars (with lids)
   Coins & Buttons
   Newsprint
   Hammer (real)
   Nok-Out Bench
   (No. PS-1010 Playskool)
   Workbench (No. 300 Sifo)
   Old tree trunk or log
   Large sandbox
   Window Wax (Glass Wax)
   Blackened Pots & Pans
   Tin Cans
   Nuts and Bolts
   Boxes (nested together)
   Lotto Games
   Modeling Clay
   Puzzles
   Large Chalkboard
   Finger Paints
   Large Water Pail
   Assorted Toys for Water
   Play (cans, strainer, plastic
   dishes, bottles, etc.
   Old Tire (cut in half) for
   a river for floating boats
   Dolls and clothes
   Feltboard cutouts of Face
   (eyes, nose, ears, mouth)
   Wet cloth & bucket
   String and spool
   Yarn Sewing Cards
   Parquetry Blocks
   Pins and Salt Shakers
   Surprise Button Board
   Zipper Board
   Lacing Shoe
   Venetian Blind Cord
   Clothesline Rope
   Fastener Board (belt buckles and
   straps, hook and eye)
   Doll House & Furniture

TEACHING SUGGESTIONS

Teach the child how to carry a chair. Both hands grasp it at the seat with the back of the chair against the body.

Train the children to hold a crayon correctly; how to pick up and hold chalk.

Show smaller children how to hold their hands (low, and with fourth and fifth fingers together) to catch a ball. You do the throwing.

If a child throws, have him first call out the name of the person he wants to catch the ball. (This is done to avoid arguments and having all the children chase a ball when it is not caught.)

Play games bouncing the ball to one another in a close circle.

Give each child a piece of paper and let him scribble. (He will be more interested in the motor activity than the visual result.)

Sort pegs into different color groups. Sort beads into different colors. Sort blocks by size. Sort coins and buttons and beads.

Fishing game: Have about twelve cards with a small common object on them, one or more cards of each object. Make a fishing pole by using a magnet for a hook. Attach paper clips or staples to the cards so that the magnet can pick them up. Have the children take turns fishing. When the child "catches" a card, and can tell you the name of the object, he may have it until the game is finished. If he cannot name the object, the "fish" is thrown back. When all the "fish" are caught, the most "fish" wins.

Have the children take turns hammering. Let older children hammer pieces of wood together under your guidance. Hammering satisfies a physical need and relieves tension. Select a tree trunk or log and allow to hammer nails into it. Start with roofing nails and gradually decrease size of nail head.

Give child wet sand, an old sifter and a toy dump truck to fill and empty. Give him cups and small pans. Hide items in sand and encourage child to find them.

Cover a window with type of window wax that leaves a heavy film. Let child make lines up and down, zigzags or circles. When decorated, rub hard to get off wax.

Scouring a blackened pan uses many muscles. It is rewarding to see the black disappear as pot gets shiny.

Select a number of jars and bottles of different sizes, all with screw tops. Put all in a box. Take off all tops, mix up tops, then have child put correct tops on correct bottle or jar. Nuts and bolts, tin cans, and boxes can be fitted together in the same fashion. (Paint cans and bottles different colors and use for color discrimination and counting. Also use for concepts of in, out, on, off, inside, etc.

Put pins in salt shaker - supervised.

Child can get a great deal of finger exercise and sensory pleasure as he squeezes clay, pulls it and makes it respond to his touch. Encourage him to make snakes, hamburgers, hot dogs, pizza, etc.

Present child with a chalkboard and a piece of chalk. He is told to scribble, to make any sort of lines on the board. No restrictions are placed on the product which he is to produce, but he is encouraged to experiment as broadly as he is willing to do.

Finger painting can be used as a substitute for chalkboard scribbling. In this use of finger paints, we must direct our attention away from the product which the child achieves and toward the process by which he manipulates the materials.

Purchase a large water pail and provide an assortment of cans, bottles, tea set, etc. Cut an old tire in half and use as a river for boats.

Provide the children with dolls and doll clothes. Large dolls are excellent for dressing. Use rubber, vinyl, or cloth dolls.

Provide feltboard cutouts of face. Encourage children to associate felt pieces with their own faces. (eyes, nose, ears, and mouth)

Other manipulative devices which can be purchased are: parquetry blocks, yarn sewing cards or masonite sewing board.

Wet cloth with water and child tries to wring out as much water as possible. Or scatter a quart of colored pegs in a designated area and have child pick up pegs one at a time. Also allow child wind a string around a spool. (Turning Door Knobs)

Make a surprise button board. Have child unbutton the buttons on the board in order to see the picture which is inside. Paste a picture, such as a pet, on a piece of smooth wood about 8 inches by 12 inches. Attach strips of material to either side of the board, one with buttons, the other with buttonholes. Make board so the picture can be changed from time to time. A zipper board, fastener board, or lacing board can be made in the same fashion. Using a man's old shoe may be useful in teaching child to tie shoes. (Child slips his foot inside larger shoe.) Use venetian blind cord and clothesline rope to teach bow tying.

Provide a doll house and furniture. Also provide doll family. This type of play not only aids in physical development but in social development as well.

CONTENT	MATERIALS
2. Finger Movement	
a. Finger plays (finger movement) Refer to Music Supplement # III.	List of finger plays. Refer to Supplement # IV.
b. Wash Hands (Finger and hand movement)	
c. Sorting	Seeds, beans, corn, buttons, coins, pegs, large sheets of paper, crayons.
d. Scribbling	

TEACHING SUGGESTIONS

Recite and perform actions for children. The children will soon learn to mimic the actions and will later be able to recite words with you.

Finger plays are available to provide help in teaching number concepts, sounds, behavior, etc.

Finger plays are also valuable in training these children to listen and follow directions.

Demonstrate how to wash hands, using soap and water. Have the children wash hands after going to the toilet.

CONTENT	MATERIALS
B. Eye-Hand Coordination	
1. Stringing beads a. At random b. By color c. By form d. By pattern (color, form, number)	1. Beads Bead laces Macaroni and cereal
2. Lacing shoes	2. Lacing shoe (wooden, real) Lacing board Lacing cards Child's own shoe

TEACHING SUGGESTIONS

Use activity of stringing beads to develop eye-hand coordination.

Give the children a specific number of beads of one color to teach color identification.

Distribute round or square beads to teach form.

Make a bead pattern by color or shape or both and have the children copy it.

Make necklace by stringing cereal and macaroni.

For practice in lacing shoes, the shoe should be placed with the toe pointed away from the child. Start with the use of a wooden shoe that has low rigid sides with large holes.

After the child can lace the wooden shoe, take a boy's discarded leather shoe and nail it to a board. Practice lacing this type of shoe. Child may work alone or may help another.

Use lacing cards and encourage children to practice working lace in and out of loopholes.

Have each child practice lacing his own shoes.

3. Stacking by direction: a. Blocks b. Boxes c. Magazines	3. Blocks Color cubes Magazines

TEACHING SUGGESTIONS

Stack blocks in box; in a designated pattern; by size.

Stack Kinder-school blocks by size and shape.

Stack magazines.

4. Fitting: a. Pegs in peg board b. Form boards c. Simple puzzles	4. Peg boards Pegs Coordination form board Puzzles (wooden)

TEACHING SUGGESTIONS

Let the children push pegs in board at random. Later guide them in using various colors, forms, or patterns.

CONTENT	MATERIALS
5. Coloring a. At random b. Within lines c. At direction within lines	5. Crayons Simple outline pictures My Kindergraph, Marie Verpas, (Follet Publishing Co., 1010 W. Washington Blvd., Chicago, Ill.)

TEACHING SUGGESTIONS

Draw one simple, large object on a piece of paper and let the children color within the outline.

Later simple hectograph pictures and workbooks may be used.

6. Modeling	6. Plasticene Mexican pottery clay

TEACHING SUGGESTIONS

Children like to beat and pound clay. Encourage the use of it in squeezing, pinching, kneading, rolling, picking it apart, and joining it together.

Make objects such as a snake, bowl, balls, cookies, candlestick, turtles, apple, marbles, grapes, wickets and balls (miniature) to "play croquet". Use non-hardening clay with smaller children. Discourage putting clay in mouth. Newspaper on the floor, under the chairs, will catch falling "crumbs". An oil-cloth cover may be used for the table.

Each child is encouraged to use his own stick of clay (one given to him by teacher). It is kept in the child's cigar box, or a pint-size ice cream container bearing his name. He can use his clay over and over.

With older children, after they have learned skill in using non-hardening clay, Mexican pottery clay may be used. This dries hard without firing and can be painted.

7. Cutting a. At random b. On line	7. Scissors Paper

TEACHING SUGGESTIONS

Fold a piece of paper in the middle to make a book. Open it up and draw a line on the fold. Cut paper on line.

Cut around a picture (outer edge).

Cut out figures, objects, on lines. (See Unit V, Occupational Skills, for more information.)

CONTENT	MATERIALS
8. Tying a. Knots b. Bows	8. Lacing shoe Knotting board Cotton yarn, string, soft twine

TEACHING SUGGESTIONS

Demonstrate how to tie an overhand knot. (See Unit V, Occupational Skills, for more information.)

9. Tracing	9. Stencils of birds, animals, foods, furniture, clothing Trace-It Toys

TEACHING SUGGESTIONS

Have the child trace an object and then color it.

Tracing is difficult for the younger child. Start by cutting a figure out of cardboard. Tape perforated cardboard to drawing surface. Children can color within outline of figure. The learning of forms -- triangle (tepee), sphere (balls or circles), squares, and rectangles -- can be given emphasis in this activity.

Tracing is one of the skills needed for handcraft work and also is an occupational skill.

Trace first a pattern on paper; next, a pattern on cardboard; and then a pattern on wood.

Use directional activities such as follow the dot (with or without numbers).

10. Painting	10. Finger paint Tempera paint and brushes Newsprint, art paper Rags Water paints Easel Paint Brushes

TEACHING SUGGESTIONS

Most children like to finger paint. Start by giving all the children the same color. Let the children wear old clothes, smocks, or a discarded shirt of their dad's. Establish one day in the week when they will paint. Progress from use of one color, to the use of four colors, red, green, yellow and blue. Let the children enjoy this activity and encourage discussing it.

Water color sets may be purchased at the dime store by the older children. They can engage in free-hand painting and later fill in outlines.

Demonstrate how to work with tempera paint; let the children take turns painting.

Draw large pictures on the blackboard with water and a large paint brush.

CONTENT

11. Clothespin Play
    a. Clothespin Fence or Castle
    b. Fort
    c. Clothespin Road or Tracks

MATERIALS

11. Clothespins
    (colored & snap-on)

TEACHING SUGGESTIONS

Use any kind of empty tin can with a smooth edge (coffee can), with lid. Have child put clothespins around the rim of can. Makes a fence of castle. Put a plastic animal or little doll inside. When child is finished playing with clothespins, he should put them in the can, replace lid, and put away.

Fort can be made with a shoe box. Remove cover and cut a door in one side of the box. Put clothespins around top of box. Supply plastic horses, etc.

Road or tracks can be made by snapping one clothespin onto one of the open ends of another clothespin. Make child's fingers walk, walk over the road. Pretend that fingers are a little dog that says, "Bow-wow" or a cat, or cow, or caterpillar that creeps, creeps. These activities are valuable for finger exercises. Speech training can also be coordinated with the activities.

Many activities listed in the section Hand Skills requires eye-hand coordination plus muscular skill. Refer to this section.

12. Catching Activities

12. Balls
    Balloons
    Easy-Catch Wool Ball

TEACHING SUGGESTIONS

Have child practice catching balls varying in size. Easy-Catch balls made of wool will be better for the young child or child with physical handicap.

Have child practice catching a balloon or let him try to keep balloon in the air.

C. Gross Motor Skills

1. Walking
    a. Slowly
    b. Fast
    c. On tiptoe
    d. Sideways
    e. Backwards
    f. Up and down steps, curb
    g. Around obstacles
    h. In single file
    i. In double file

1. Bean bags
    Balls
    Records:
        Pioneer 4001A
        Victor 41-6088
        Victor 41-6090

Rainbow Rhythms Records·Piano Accompanyment, Nora Belle Emerson, Emory University, Georgia

CONTENT

MATERIALS

Rime Rhythm and Songs
Sing a song of action
Sing and do action songs
(Refer to Music
Supplement #III.)

TEACHING SUGGESTIONS

Direct children to walk slowly with bean bag on head from a given place to another.

Children enjoy simulating a relay race, walking fast (do not run) from one given point to another and returning, then handing bean bag to next child in line. Do this with bean bag carried on the head.

Play games such as:

a. Did You Ever See A Lassie?
b. Looby Loo
c. Farmer in the Dell
d. In and Out the Window
e. London Bridge
f. Follow the Leader

Play games imitating animals:

a. Walk like an elephant (walk slowly holding your hands together in front to make the trunk).
b. Walk like a cat (walk on tiptoe with a soft step).

Play train, holding the waist of the child ahead with both hands. "Choo-choo" like a train around the room.

Act out and sing (or recite), Tippy Tiptoe (The Kindergarten Book, p. 20). Pretend the baby is asleep and tiptoe around the room.

2. Running (unobstructed but directional)
    a. Alone
    b. With a companion
    c. Around obstacles
    d. With an object in the hand
    e. Halt at command

Records with "running" rhythms

TEACHING SUGGESTIONS

Use races of various kinds (walking on toes, heels, backwards, etc.)

Arrange the children in a single line before going outside or coming in and encourage them to walk in order.

Use the following, acting out:

"Hear the beat, beat, beat,
Of the feet, feet, feet,
Of the children as they walk
Down the street, street, street."

Play a game outside with the children running from one given point to another.

In free play, have the children run, imitating Indians, airplanes, etc.

Play games such as:

a. Cat and Rat
b. Brownies and Fairies
c. Run for Your Supper
d. Drop the Handkerchief

Play the game, Run and Stop. The teacher says "Run" and all the children run. She says "Stop" and all must stop. If a child fails to stop on command, he is eliminated (for a very short time).

CONTENT	MATERIALS
3. Marching, hopping, skipping and jumping a. Alone b. With a companion	Color cone Jump rope - large Jump rope - individual

TEACHING SUGGESTIONS

Follow the teacher marching with knees high, to look like soldiers.

Play Soldier Boy. The children move in a single line, the first child holding the flag. The teacher sings and claps the rhythm (The First Grade Book, p. 38) and the children march. This game is played until all the children have had a turn holding the flag.

Imitate hopping animals such as a rabbit or toad.

Have the children hop on one foot, then on the other. Hop forward; hop backward; hop turning in place.

(Hopping on one foot is difficult for most of our children.)

Join hands in skipping activity such as:

a. Go Round and Round the Village
b. How Do You Do, My Partner
c. Skip to My Lou
d. Round and Round We're Skipping (The Kindergarten Book, p. 16)
e. Skipping Song (The First Grade Book, p. 16)

Play games such as Jumping Jack, Jack-in-the Box, and Jack-Be-Nimble. The words for Jumping Jack are:

"Jump, Jump, Jumping Jack,
Jumping forward, jumping back,
Jumping sidewards, jumping back,
Jump, Jump, Jumping Jack."

Dramatize Jack-Be-Nimble by using color cone for the candle. Recite nursery rhyme as the children take turns jumping over the candlestick.

CONTENT	MATERIALS
4. Imaginative & Informal Play for Gross Skills a. Playing House, store, Doctor b. Paper Carton Play 1. Tunnel 2. Play house 3. Telephone Booth 4. Carton Tower 5. Cave or Jail c. Old Inner Tube Play	4. Tables Chairs Crates Boxes Large boxes (Get at appliance store) Auto Inner Tubes Airplane Inner Tubes

TEACHING SUGGESTIONS

Provide basic props for informal play. Child will bend, stoop, or skip to the "store" as he feels the desire to do so. He is free to do what his body demands as long as he stays within the realm of acceptable behavior. Teacher may wish to guide this play around social subjects themes such as "our home" or "our health" - real life situations. Play should be kept relaxed and free of rigid controls.

Provide extra large cardboard carton for child to get inside. He will enjoy crawling through and around carton. There is exercise in getting in and out of the box, curling up and getting comfortable.

When the play is over and the carton has served its purpose, dismantle it, with the help of the children. All children have a desire to smash things. Let the child jump on the carton or wreck it in any way.

A child can roll an inner tube like a hoop. He can lie flat on it and pretend many games. He can slip it over his shoulders and "Chug-chug" like a tugboat. Two children can have a tug of war with it. They can bounce on the large tubes.

5. Vigorous Play a. Slide b. Swing c. Seesaw d. Digging e. Hammering f. Splashing and swimming g. Tin-Can Smashing h. Waxing i. Boxing j. Basic Exercise	5. The usual playground equipment Sandbox Hammer, Nails, etc. Wading Pool Tin cans Wax and rags BoBo the Clown Tricycles Scooters Tumble Tub Rocking Horse Wheelbarrow

TEACHING SUGGESTIONS

Encourage children to use playground equipment safely. Some of the children may be afraid of the slides, seesaws, and swings at first.

Use wet sand for your sandbox for variety. If your locality permits, find a spot where child can dig with a small sturdy shovel in soft earth. Watch to see that the child does not eat sand or dirt.

Every child loves to pound. It satisfies a physical need and relieves tension. Make sure the child knows what to pound on. Tin-can smashing also serves the same purpose. Remove the bottom and top of the can, set the can on the floor and have child stamp on it. He could pound it with a wooden mallet.

Don't overdo this vigorous water play. Many retarded children get exhausted quickly and chill easily.

Retarded children can help wax almost everything that has to be waxed. Have child "rub, rub, rub". He can polish large areas by skating on it. Wrap old towels around child's feet. Have him slide.

Provide BoBo the Clown for boxing. Can be purchased at any toy store.

CONTENT

6. Skills for Development of Balance and Laterality
   - a. The Walking Board
   - b. The Balance Board
   - c. Trampoline
   - d. Angels-in-the-Snow
   - e. Stunts and Games
   - f. Jumping Board
   - g. Form Perception Box

MATERIALS

6. See attached diagram
   Trampoline
   Pogo Stick
   Mats

TEACHING SUGGESTIONS

On the walking board, teach child to walk forward, backward, walk sidewise, turning and bouncing procedures.

While child is on balance board, have him bounce a rubber ball on the floor in front of him and catch it. Or while child is on balance board, ask him to throw objects at a target. Or suspend a ball by a string from the ceiling so that it swings in front of him about arm's reach. Ask him to strike out and touch it. Ask a child to perform simple calesthenics while balancing on the board.

Trampoline stunts are: seat drop, knee drop, back drop, front drop, etc. A kit of materials describing the trampoline and activities can be obtained from the Nissen Trampoline Company, Cedar Rapids, Iowa.

Stunts: Duck Walk - Ask child to place his hands on his knees and reform a deep knee bend. In this position, ask him to walk forward.

Rabbit Hop: Ask the child to place his hands on the floor, then have him move his hands forward and, keeping his hands on the floor, bring his feet forward between his hands with a jump.

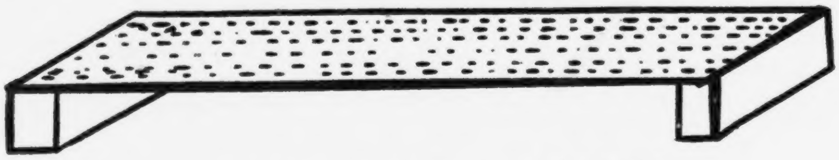
Crab Walk - Ask child to squat down reaching backward and putting both hands flat on the floor behind him without sitting down. Ask him to walk in this position. He should keep his head, neck, and body in a straight line.

Have child crawl under tables and chairs. Crawl through barrels, climb over chairs and tables, jump from boxes and chairs. Crawl through form perception box.

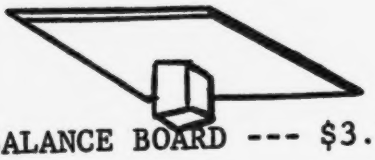
Play Angels-in-the-Snow. Have children lie on mats.

Refer to The Slow Learner in the Classroom by Newell C. Kephart. Refer to Supplement # II.

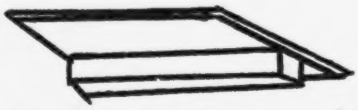
PERCEPTION DEVELOPMENT
RESEARCH
P. O. BOX 322
LA PORTE, TEXAS



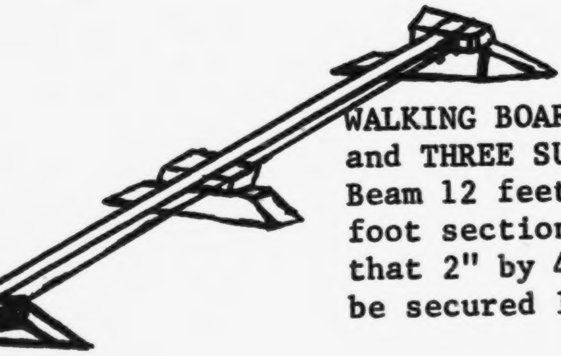
JUMPING BOARD --- $15.00



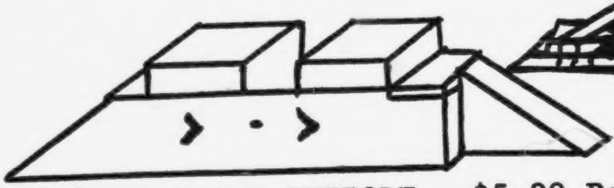
BALANCE BOARD --- $3.75



ROCKING BOARD --- $3.50

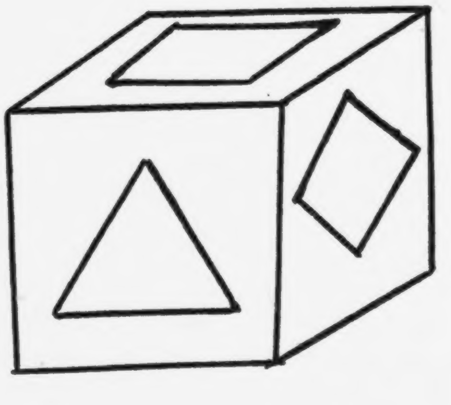


WALKING BOARD BEAM # 3
and THREE SUPPORTS--9$9.50
Beam 12 feet long -- in 6 foot sections. (recommend that 2" by 4" by 12' beams be secured locally)



WALKING BOARD SUPPORT---$5.00 Pair

BEAN BAG--SET OF 3 $1.40
(Each bean bag has different weight for motor generalization)



FORM PERCEPTION BOX
36" X 36" X 36" -----$20.00
48" X 48" X 48" -----$28.00

(For home use the Form Perception Box can be made out of cardboard box) Instructions for box free.

ALL PRICES F.)
ALL PRICES F.O.B. LA PORTE, TEXAS

Bean Bag washable---Plastic Beans
BEAN BAG -- $.50 Ea.

UNIT III. COMMUNICATION

LANGUAGE AND SPEECH DEVELOPMENTAL SCHEDULES

Language Skill	Language Age In Years	Suggestive Activities For Development
1. Follow simple instructions	1.00	Group activities requiring response to instructions such as -- stand up sit up close the door open the door turn around come here
2. Recognizes names of most common objects	1.33	Individual and group work using familiar objects or realistic toys. Use objects such as those listed below with the following questions and instructions: Where is the ___? Show me the ___. Give me the ___. Put the ___ in the box. ball airplane wagon chair table bed door window coat scissors doll apple light cat dog stove shoe spoon toy furniture bottle nipple blanket buggy diaper boy girl car
3. Recognizes parts of the body when they are named	1.44	Individual and group work using familiar parts of the body to which the child points. Where is your hair? Where is your nose? Where is your mouth? Where is your eye? Where are your ears? Where are your arms? Where are your hands? Where are your feet? Where are your legs? Where are your fingers? Where are your toes? (Pram records are excellent for listening training.)

4. **Expressive vocabulary of 10 or more words**	1.55	Group and individual work eliciting expression of nucleus words: "Need" situations should be structured which involve appetite stimuli, or toy or object stimuli, using words similar to the following: milk water cookie drink candy mama ball daddy doll bed baby car dog airplane Program may also be set up with parent on the same words in which child is encouraged to say word before food or toy is given him.
5. **Identifies common pictures when they are named**	1.78	Individual and group work centered around cloth-bound A B C booklets, etc. Home program with same. Parent or other responsible person should spend 15 or 20 minutes per day going through booklets and naming objects. She should have child point to pictures as she names them.
6. **Talks in short sentences**	1.89	Group activities centered around structured conversational situations such as: "Give me (name of object or food)." "I want (name of object or food)." "Hello, how are you?" "I'm fine." Puppets or toys with movable jaws are good stimuli for conversational activities.
7. **Names a few common pictures**	2.00	Individual and group activities involving use of cloth-bound A B C booklets or large colored pictures which child has mastered in his receptive vocabulary. (Note: For older children, toys may be more stimulating than the A B C booklet.) In group activities, children may stimulate each other by taking turns naming pictures. In individual work, child is encouraged to name pictures in booklets or pictures or the objects and toys which he already names.

8. Expressive vocabulary of at least 50 words	2.44	Extension of activities under No. at the one-and-a-half-year level. Words preferably should be selected which are also listed on a nucleus vocabulary list for children. Naming of words in the child's scrapbook is good practice.
9. Uses pronouns, such as I, me, you, etc.	2.55	"Who said it" games are good to stimulate use of pronouns. Child can be blindfolded and someone says a word. When the blindfold is removed, the child is asked, "Who said it?" Rather than naming the person, the child uses a pronoun. Sometimes the child can be asked to say it himself, and he then says, "I said it".
10. Begins to share and take turns	2.67	Children toward the end of the year are sharing more and waiting their turn better than at an earlier age. In all activities, children can be encouraged to "Let Johnnie take his turn", or asked, "Whose turn is it to put the flannel materials on the board today"?
11. Recognizes action in pictures	2.78	Action pictures in Jean Utley's What's Its Name are excellent for stimulation in this activity. These may be used in activities where reward games can be played and may be incorporated into either group or individual activity.
12. Names one color	2.89	Matching colors precedes the naming of them and the child should have a thorough mastery of matching two or three of the primary colors before being expected to name them. He should also be expected to recognize the names of colors and point to the appropriate color when it is named. Simple reward games can be played for naming of colors. If child does not name color, there is no reward -- negative or positive. If he does, he is given a positive motivating reward.
13. Understands nucleus vocabulary	3.00	If child scores considerably low in his receptive vocabulary, group or individual activities should be enployed which center around vocabulary development. The Little

13. Continued -		Golden Dictionary in color provides good stimulus pictures. Nouns should be mastered first, then verbs, and then adjectives, pronouns, etc. Scrapbooks should be kept by the child in which each day a new picture is added and learned as a recognition vocabulary word. Child does not need to be pressured to say all words, since recognition vocabulary is expected to be much larger than usage vocabulary. Five minutes of speech period each day can be devoted to scrapbook centered activities, having child point to pictures as they are named or having child show other children pictures which are named by teacher. New pictures and toys can be introduced also each week by either the teacher or the children. Real life experiences are imperative to enrich background for receptive vocabulary development. Home assignments can be made for a trip to a place related to the experiences which are being stressed in speech lessons.
14. Auditory memory span of two words	3.00	Picture cards can be used in game-reward situations. Two or three pictures on a card are named -- one second apart -- and the child's task is to point to the pictures named. Card is kept from the child's sight until after pictures are named.
15. Performs three assignments	3.00	Toward the end of the third year, a child should be able to listen to three simple assigned tasks and keep them in mind long enough to carry them out. The child can be given two or three assignments at once frequently until he is able to retain them and carry them out. Such simple instructions as, "Shut the door, go get your scrapbook, and sit down", "Pick up the chalk, draw a circle, and erase it", etc., are simple assignments which may be practiced.

16. Understands prepositions such as over, under, above, on, in, etc.	3.00	Individual work or group activities can involve hide-and-seek games where the object is placed in some position relative to other objects in the room. When found, the child or group can talk about whether it was "on", "under", or "above", the reference object.
17. Names most common pictures	3.00	Games can be played using nucleus vocabulary pictures. Speech games can be used in which the child is rewarded for finding the picture named. Such games as modified bingo, ladder-game, etc., are good. The following record-readers are good for building listening vocabulary for names of pictures and their actions: Bozo At The Circus, Bozo Has a Party, Bozo on the Farm, Bozo Under the Sea, Bozo and the Dog Show, Bozo's Jungle Jingles. All can be obtained from Capitol Records.
18. Spends no longer than seven or eight minutes, on the average, in any one activity	3.00	All units of instruction should be broken down into sub-units. No activity should last more than seven or eight minutes at most. Even in listening activities, children should be involved in some physical activity such as looking at visual materials which are colorful, real-looking, and very familiar in their daily activities.
19. Most play and communication of the three-year-old is egocentric	3.00	This fact implies that most of the work with a child, even in group activities, will be individual work between the teacher and the child. There will be occasions, however, where the children will interact communicatively, but social interaction should not be forced. Children of this age like the opportunity to make choices and much negativism can be avoided in direct work by giving the child opportunities to make choices between two or more positive alternatives. Thus, a statement such as, "Do you want to hear a

19. Continued -		story?" will be avoided because of the invitation to the child to say "no". The preferred statement would be "shall we hear 'The Three Bears' or 'Little Red Hen' today?" The children then simply make a choice as to which story they want to hear.
20. Relates experiences	3.40	Child brings something to the speech class and relates such things as where he got it, and what he does with it, etc., during a short period of "Show and Tell".
21. Has mastered the m, p, b, h, and w sounds	3.50	Mastery of these sounds may be best achieved by the severely retarded child by avoiding segmented drills of isolated sounds and by orienting practice into functional life situations with repeated opportunity to engage in whole speech responses such as individual words with a good model ever present. Visual and auditory emphasis may enable the child gradually to change his inaccurate motor patterns for more accurate productions.
22. Says at least one nursery rhyme or poem or sings a simple song or two with most of the essential detail	3.75	Finger plays are best source of memorization activity at this stage. Children do finger plays until they have memorized them. These are not forced upon the child, but are encouraged among these children who have reached the present point of maturational development. Simple songs should be selected carefully because most songs are graded above the three-year level.
23. Auditory memory span of four words	4.00	For child below this skill level, an extension of No. 14 under the three-year level can be included in activity planning.
24. Names all primary colors accurately	4.00	Names all of the primary colors consistently and correctly. Color matching and vocabulary training can be coordinated by having child match a blue shirt with blue pants on a flannel board model. Red dress can be matched with red hat, etc.

25. Reads aloud by way of pictures	4.00	Group question-answer activities using the flannel board presentation of familiar stories such as the "Three Little Pigs", etc. Pictures are placed on the board in logical sequence and the children tell about the phase of the story being presented.
26. Mastery of the y (j), k, g, f and d sounds in addition to the ones listed above at three-and-a-half-year level	4.50	Extension of No. 21 under the three-year-old level objectives.
27. Draws legible pictures and identifies them verbally	4.67	Short periods can be devoted in speech activities to drawing. Copy work should precede voluntary drawing. Pictures within the scope of the four-and-a-half year old are: circles squares house man (outline) wagon face (with eyes, nose and mouth) Pictures are not expected to be artistic nor in much detail, but are merely recognizable by the teacher.
28. Enjoys talking about his friends and home activities	5.00	Participation in such topics as pets, weather, birthdays, holidays, and home activities are helpful.
29. Uses speech as a social tool	5.00	The following activities are examples of situations which encourage social etiquette: (1) Serving as hosts and hostesses to each other and to children of other ages (2) Greeting each other (3) Saying "thank you" and "please" etc., upon proper occasions (4) Dictating to the teacher a letter to be sent to a factory, zoo, or store

29. Continued -		manager expressing gratitude for his making a visit pleasant, or to a parent for helping with the transportation (5) Group discussions of field trips.
30. Expresses himself in dramatic play activities	5.00	Dramatization of everyday experience like getting supper, or washing dishes. Dramatization of stories such as the "Three Little Pigs" and nursery rhymes like "Little Jack Horner". Using stick puppets to tell nursery rhymes like "Old King Cole" and stories, such as "Three Billy Goats Gruff". For older children, real life experiences may be dramatized which are of a more mature interest level than nursery rhymes.
31. Relates fanciful tales	5.25	Creative dramatics can be utilized as an outlet for children at this age in their expression of the creative and the imaginative. Individual interests and abilities of the child must be considered in stimulating creative dramatics. Seasonal and adventural topics or pictures may be used to set the sparks in creative play. Unit planning may be called "let's pretend". The children can then make up stories or pretend to play with a fair degree of freedom. Older children may wish to be constructive in creating a play, planning the characters, plot, scenery, etc., but the five-year-old will not usually enjoy such formalized planning.
32. Counts to thirty	5.75	Counting practice can be carried out mainly at home. Parents can obtain Little Golden Counting Books at most book stores. Occasionally, opportunity presents itself in speech for a child to count, but no formal unit is incorporated into the lesson plan for this activity.
33. Answers telephone, takes simple messages and conveys it to adults	6.25	Telephone play situations may help the child to become familiar with use of the telephone. Teacher can make a reality experience for child by calling him at his

33. Continued -		home after school hours. Telephone etiquette can be taught in group activities in which structured responses are given to the child as they call each other on play phones. Children in the class can be encouraged to call each other on the phone.
34. Tells simple stories	6.50	Story completion activities are best to gradually enable child to tell whole story. Flannel board materials are good stimuli. Child completes parts of the story which are most familiar and which are easiest for him. Example, "Once upon a time there were three ____." Then as the teacher or child places pictures of bears on flannel board, "One was the ____ bear, one was the ____ bear, and one was the ____ bear." Child fills in story as pictures are put in place. Gradually the children will learn to fill in more and more until they can tell the entire class the story without any visual or auditory clues. For older children, a story on a more mature interest level will probably be better than fairy tales for the young children.

This material was taken from:

Mecham, M. J. Developmental Schedules of Oral-Aural Language As an Aid to the Teacher of the Mentally Retarded. Mental Retardation, 1963, 1, 359-369.

CONTENT

A. Listening

1. Learning to Listen Through Attention - Compelling Mechanism (Stimuli that merely arrest activity)

2. Listening and Reacting to Sound (Total body reaction, and/or large muscle activities)

3. Listening and Responding to Sound (Facial expressions, head shaking for "Yes", "no", responding to our name, etc.)

4. Listening and Producing an Appropriate Vocal Response (True beginning of speech)

MATERIALS

1. Dolls
   Rocking chairs
   Large ball
   Noisemakers (bells, sticks, drum, etc.)
   Records
   Piano
   Cigar box
   Real Telephone

TEACHING SUGGESTIONS

1. The first arrested activity upon introduction of a planned stimulation, such as calling a child's name, can be considered response to auditory stimulation.
2. Listening and reacting with large muscle activity such as rocking a doll to music, rolling or throwing large balls with music, marching, skipping, running, tapping, hand clapping, "Patty-Cake".
3. Listening and reacting with large muscle activity on command; learning to react to "Stop" and "Wait"; progressing to "Look", "Sit down", "Come here", "Don't touch", "Close the door", "Open the door", "Hot".
4. Various noisemakers are used, jingle bells, maracas. The teacher shakes the jingle bells in full view of the child. A second set of bells is placed in front of the child. He is expected to pick up the set in front of him and shake it, mimicking the teacher. This activity can progress to a more complex level. Three pair of noisemakers are used ultimately, the child being expected to select the correct noisemaker in front of him to match what he hears, without seeing the teacher's selection.
5. Listening and responding, such as shaking head "Yes" or "No" by entire group during roll call. "Is Tommy here?" "Yes, Tommy is here." "No, Tommy is not here." "Tommy is sick, too bad," responding with a sad expression.
6. Raising hand or standing up when teacher calls name in morning circle, then acknowledging by raising hand, shaking hands, or standing up.

7. This is the time to incorporate the meaning of the words "Down" and "Up", "Little" and "Big", "Slow" and "Fast".
8. Listening and responding to name by take turns.
9. Listening and responding by indications: parts of the body; own possessions; identifying boys and girls. ("Is Tommy a girl?")
10. Listening and responding to simple directions. This is a slow progression. Direct, the child "Show me--" or "Put your finger on --", the named item of three represented. Common objects within the child's own experience are used as stimuli.
11. Listening to familiar sounds and finding the source -- such as a bell, a drum, a triangle, the squeak of a familiar toy, the voice of a friend.
12. Listening and mimicking words to name common objects, presented first in three dimensions only.
13. Rhythmic responses to tom-tom; walking, stopping, running, etc.; climbing up and down stall bars to scale played on piano or with bells.
14. Appropriate response to more complex auditory stimulations. Having learned to respond to "Put the ball in the box", etc., the child must progress to responding to more complex auditory stimulation. Direct the child to "Bring me the ball". The article called for is in view but not directly in front of the child. This type of experience progresses to "Bring me the picture of the ball". The child is expected to select the correct picture from a pocket chart displaying three pictures. The highest level of this activity is to direct the child to "Bring me the ball (or pictures of a ball)" with the ball out of sight, in a drawer or cupboard. This is a long sequence and will take several weeks.

CONTENT	MATERIALS
B. Sound production, word recognition and usage	
1. Imitate sounds made by: a. Animals b. People c. Things (train, plane, fire engine, etc.)	1. Books: *Singing Every Day*, *Singing On Our Way*, *The First Grade Book*, *The Kindergarten Book* Toys: Train Automobile Fire Engine Airplane Baby doll Telephones Animals (dog, cat, cow, duck, chicken) Records: Nursery rhymes, etc. Finger Plays (See Supplement IV)

CONTENT

MATERIALS

Pictures of people, animals, objects

Puppets

TEACHING SUGGESTIONS

Make animal sounds such as cluck-cluck-cluck, quack-quack, meow, bow-wow, moo, etc. Have children imitate these sounds without action; with action (i.e. walk like a duck while "quacking").

Play such games as:

a. "What Does It Say"
b. "One Elephant Went Out to Play"
c. "Clapping Game"
   (Singing Every Day, p. 17)

Make sounds that people make: laugh, cry, sing, whistle, talk, whisper, sneeze, cough. Have children mimic these sounds.

Make sounds that things make; use noise makers as models.

Sing action songs such as:

a. "Pop Goes the Weasel", (Singing Every Day, page 50)
b. "The Bus", Singing on Our Way, p. 153
c. "Ten Little Indians", (The First Grade Book), p. 43.

Sing nursery rhymes.

Use finger plays. (Some material found in the song books can be used as finger plays without singing.) With older children, leave out key words and let a child supply the missing word (s).

Sing "Old MacDonald Had a Farm", (Singing Every Day, p. 14); other songs in The Kindergarten Book and The First Grade Book.

Dramatize:

a. Train
b. Flying like a plane, etc.

The goal of "everyday language" precludes the use of the term "speech correction", per se, with retarded children. Speech correction is indicated and desirable only where language functioning is adequate and when directing attention to articulation, phonation, etc. will not distract attention from or lessen control of the content of the verbal output.

2. Breathe-Control Play
   a. Blow gun
   b. Little boats in dishpan sea
   c. Blow them over

2. Dish pan
   Boats
   Feathers
   Balloon
   Cardboard tubes

TEACHING SUGGESTIONS

Encourage children to blow wads of paper out of cardboard tubes.

Allow children to blow little boats in a dishpan sea. Make a storm at sea by stirring up water with a spoon. Or blow through a straw into the water.

Make cardboard figures of animals. Fold down bottoms so that they will stand. Have children blow them down.

Have children try to keep a feather or balloon in the air.

CONTENT

3. Identify name words of:
    - a. Objects in schoolroom, in rooms of the home; foods, clothing, toys
    - b. People (teacher, classmates, custodian, etc.)
    - c. Self by recognizing one's own first name when it is spoken, when it is written
    - d. One's own sex (boy or girl)
    - e. Relatives and members of the family group
    - f. Own address, including house number and street; own telephone number.

MATERIALS

3. Pictures of:
    - a. Household furniture
    - b. Foods
    - c. Clothes
    - d. Toys
    - e. Animals
    - f. People

    Toys pertaining to:
    - a. Playing house
        - 1. Housecleaning set
        - 2. Cupboard
        - 3. Tea set, pots & pans
        - 4. Rocking chair
        - 5. Doll Carriage
        - 6. Doll House
        - 7. Doll Highchair
        - 8. Ironing board & iron
        - 9. Doll beds
    - b. Family members
    - c. Transportation
    - d. Communication (i.e. toy telephones)
    - e. Clothing
        - 1. Dress-up Accessories: overnight luggage, insignias, scarves, pocketbook, hat, bonnets, jewelry, high heel shoes, men's shoes, men's hat

    Objects such as:
    - a. Furniture
    - b. Clothing
    - c. Foods, etc.

    Books, such as:
    - a. The Shoe
      Mother Goose (story book, modern dress)

TEACHING SUGGESTIONS

Start with a picture book of very simple objects (about five) such as a ball, shoe, telephone, blocks, etc.

Identify parts of body. Use the following:

"I'll touch my hair, my lips, my eyes,
I'll sit up straight, and then I'll rise,
I'll touch my ears, my nose, my chin,
Then quietly sit down again."

Identify objects in room, as chair, table, etc.

Identify furniture used at home (use a doll house and doll furniture.)

Identify parts of room, i.e., the door, window, floor, etc.

Sing: "I'm a Little Teapot", p. 7, "Bounce Ball", p. 26, "See-Saw", p. 27, (The First Grade Book).

Finger play: Jack-in-the-box. Words of the song, "The Bus", (Singing and Rhyming, p. 10)

Recite nursery rhymes. With older children stop at key words and have children supply the missing words.

CONTENT

4. Informal conversation concerning:
    a. Share and tell
    b. Field trips
    c. Class plans
    d. Pets
    e. Food
    f. Manners
    g. Play

MATERIALS

4. Judy Story Set,
   Family (7 pieces)

   Labels
   Class attendance chart
   Metal Dress-up Mirror

   Community Helpers Hats
   (Fireman, Milkman,
   Policeman)
   Doctor and Nurse Hospital Kit

TEACHING SUGGESTIONS

Play train, saying, "On my train I have, Bill, Mary, etc." Make a train out of chairs, one behind the other.

Sing: "Down by the Station", (The First Grade Book, p. 177)

In songs and finger plays, the names of children may be substituted, i.e. "Rock-a-bye, Johnny, on the tree top," etc.

Greet the child by name, "Hello, Mary".

When handing an object to a child, make a practice of naming both it and him. ("Here is the ball, Tommy".)

Call the roll. The children answer, "Here".

Use directives -- "Mary, sit next to Tom".

Shake hands, greeting one another by name.

Talk about:
    a. What a boy wears
    b. What a girl wears

Let the girls get their cookies, etc., first.
Choose sides for a game, a boy, then a girl.
Invite a neighboring teacher to come in and meet the children.
Invite the same teacher to come in your room and remain if you have to leave.
Take the children to visit her room.
Tag articles with child's name and show it to him.
Show child his name printed on his chair.
Show pictures of each member in a family group. Use finger play:

"Here is father,
Here is mother,
Here is brother tall,
Here is sister,
Here is baby, best of all."

Learn names of each child's relatives in his home, and say the name to the child, using pictures. (Aunt Mary, Mother, Brother Jim)

Train each child to say his own first name. Teacher plays she is a policeman and the child is lost. The teacher asks, "What is your name?" Later, a child pretends he is the policeman.

To help children recognize their first names in print, put each child's name on desk, personal possessions, etc.

Draw a large house on the board. Then the teacher writes just the child's number on the door and she says name of the street. Have child repeat the address. (Most children can give the name of the street before they can give the number and the name together.)

Play policeman -- giving both name and address.

Have children practice telephoning other children. (Using two toy telephones) and mother (using teacher to represent mother.)

Encourage children to tell about what they bring to school.

Encourage children to take turns telling about the pictures they have drawn; relating experiences, and talking of home, friends, pets, food, and fun such as going to the seashore, fishing, etc.

Children talk to each other during informal play. Provide many kinds of play activities which promote conversation.

Provide full length dress-up mirror for children. As the children dress before the mirror, interesting imaginative conversation will take place.

Provide community helpers hats for informal play. Discuss something about the duties of each community helper to be portrayed. Encourage children to dramatize at will.

CONTENT	MATERIALS
C. Language development	
1. Learn a few familiar facts about: a. Birds b. Domestic pets c. Toys	1. Capitol Record, 45 rpm Bozo and The Birds Pictures Toy Bird

CONTENT

- d. Food
- e. Home experiences
- f. Clothing
- g. Furniture

MATERIALS

Actual nest and eggs, if possible
Bring live bird to class
Books on animals
Actual food items
Aquarium
Hamster and cage

TEACHING SUGGESTIONS

Play record and then talk about what has been heard.
Have children tell about pictures.
Prepare a unit on birds:
- a. Name and care of pet birds
- b. Food that birds eat
- c. Different colors of birds, (i.e., bluejay, robin)

Talk about pets at home
Talk about pictures of pets.
Bring pets from home.
Prepare a unit on pets:
- a. Names of pets
- b. Care of pets
- c. What pets may do if teased
- d. Provide aquarium and fish. (Tropical fish are cleaner). A 10 gallon tank is desirable. Allow children to feed fish every morning. The activity helps to promote responsibility.
- e. A hamster or white mice are excellent pets to teach care and understanding of animals. They are clean and harmless. Get the animals when they are babies so that they grow accustomed to the children easier. The children enjoy cleaning the cage and watching animals eat their dinner.

Teach names of toys.
Sort toys according to a criterion, such as:
- a. Those with wheels
- b. Those used in the kitchen
- c. Those of a given color, etc.

Make a picture book of things we eat.

Make a cupboard, folding 9 x 12 paper (newsprint or construction) at center of 12" length. Open sheet and fold each end to center fold of paper. Draw picture of food inside cupboard.

Group foods according to fruits, meats, etc.
Prepare a unit on foods.
- a. Where they come from
- b. How they grow
- c. Those commonly eaten at a specific meal such as breakfast
- d. Foods eaten on picnics
- e. Foods available in cafeterias

CONTENT

2. Use social amenities, such as:
    - a. Hello
    - b. Goodbye
    - c. Greeting visitors
    - d. Please
    - e. Thank you
    - f. Excuse me
    - g. No, ma'am
    - h. Yes, ma'am
    - i. No, sir
    - j. Yes, sir

MATERIALS

2. Two toy telephones
   Tea party table and chairs
   Party materials for special occasions

TEACHING SUGGESTIONS

Greet child with word "Hello" when he comes into the room.

Train child to say "good-bye" to you when he leaves school.

Telephone play: pretend to talk with another teacher, converse with mother, children, etc.

Use "Telephone Song", (The Kindergarten Book, p. 125)

Pretend to make a phone call to: the doctor, fire department, police department.

Teach to make emergency calls.

Act out the meeting and greeting of friends and visitors, i.e., shaking hands, asking if they want to sit down, etc.

Play game: "What do you say when you see John, Mary, etc."
- a. "Good morning, John."
- b. "Hello, John."
- c. "Hi, John."
- d. "How are you, John?"

Teach children to sing "Good-morning", "Good-bye", and "Happy Birthday" songs.

Use "magic words" of "please", "thank you", "excuse me" every time the occasion permits.

Play tea party, birthday party, etc.

Have an actual birthday party.

3. Participate in spiritual, patriotic and social activities:
    - a. Spiritual observances
        - (1) Simple prayer
        - (2) Grace before meal
    - b. Patriotic observances:
        - (1) Respect for flag
        - (2) Pledge of Allegiance
    - c. Social activities:
        - (1) Parties
        - (2) Field trips
        - (3) Programs

3. Book of simple prayers

   A United States Flag

   Two telephones, table, chairs, toy dishes, silverware

TEACHING SUGGESTIONS

Sing:

"Father, we thank Thee for the night,
And for the pleasant morning light,
For rest and food and loving care,
For all that makes the world so fair."
(*The First Grade Book*, p. 66)

Say grace before we drink our milk using:

a. "For all we eat,
For all we wear,
For all we have everywhere,
We thank thee, heavenly Father."

b. "God is good,
God is great,
Thank Him for the food we eat."

c. "Thank God for food."

Have a child hold flag with hands away from the body.

Use first grade flag salute:

"I give my head, my hands, my heart
To God and my country."

Teach children where to place hands on head, to extend arms in front of body with hands open, and where to place hands over heart, "standing tall" on both feet. This is preliminary to, and followed by, standard salute, (hand over heart) -- "I pledge allegiance, etc."

Train children to remain standing until flag is retired.

Encourage children to use "magic words" (please, thank you, etc.) in social situations.

Practice party behavior prior to party. Relate behavior with training the child not to eat another's portion and not to ask for additional refreshments.

Encourage child to take home his favor without tearing it up.

Plan to dramatize simple social situations. Perform dramatic play with telephones.

Dramatize the meeting and greeting of friends and visitors.

In free play, encourage children to relive home situations such as eating at the table, and the performance of housekeeping activities.

Dramatize stories such as "Billy Goats Gruff", "Three Little Pigs", and similar stories.

Read a familiar story like "Peter Rabbit" and encourage children to tell parts of it.

Talk about things we can do today: i.e., Choose what we want to play with; room duties (straightening chairs, erasing board, etc.)

CONTENT	MATERIALS
4. Enjoy music, dramatization, and poetry: a. Nursery rhymes b. Poems, jingles	4. A good nursery rhyme book with pretty

CONTENT

c. Finger plays
d. Songs
e. Dramatic play

MATERIALS

pictures, preferably with pictures of children in modern dress. (Childcraft Vol. I, is excellent.)

Resource material for teacher may be found in song books used for Grade I through IV.

Play television set

Suggested songs:
a. Fall Semester
    Can You Sing? Good Morning. I'm a Little Teapot. Pop! Goes the Weasel. Off for the Show. Teddy Bear. Soldier Boy. Here we Go. Ten Little Indians. This Old Man. Jenny Crack Corn. Here We Go Round the Mulberry Bush. Looby Loo. The Gallant Ship. (The First Grade Book)
b. Spring Semester
    Eency, Weency Spider. The Little Shoemaker. Sing a Song of Sixpence. Mary Had a Little Lamb. (Singing on Our Way)

    The Bus. Bluebird, Bluebird. Rig-a-Jig-Jig. (Singing and Rhyming)

    Little Red Caboose.
    Old MacDonald Had a Farm
    Polly-Wolly-Doodle.
    I've Been Workin' on the Railroad
    Home, Sweet Home
    Oh! Susanna
    Billy Boy
    Happy Birthday

CONTENT

MATERIALS

America
The Star Spangled Banner
Home on the Range
Also Christmas carols.
(Singing Every Day)

c. Seasonal Songs
Gobble, Gobble,
Christmas carols.
(Singing and Rhyming)

Three Little Witches.
The Pumpkin Man.
We Wish You a Merry Christmas.
Valentine, Valentine
(Singing Every Day)

TEACHING SUGGESTIONS

Repeat nursery rhymes without action; with action.

Teacher repeats rhymes, sometimes omitting words and having the children say the omitted words.

Have different children recite nursery rhymes. Emphasize posture, voice pitch, and rate of speech. Encourage good audience behavior.

Provide old television set for children to play inside. Remove picture tube. Can procure at local T. V. Repair Shops.

Teacher demonstrates all music activities. Children listen to and watch teacher dramatize and sing. They enjoy melody and action. Encourage spontaneous participation during demonstration. (Children respond imitatively.)

Repetition is necessary for a long period of time.

Use songs that have actions or are identified with singing games.

Teach familiar songs that children can enjoy singing with normal children in church or community activities.

Children are more relaxed and comfortable in a new situation if they can have an association with something familiar. A familiar song, jingle, or finger play will thus serve to take the strangeness off a new situation, or establish a bond of unity with a group of strangers.

UNIT IV. SOCIALIZATION

CONTENT

A. Social Training

1. Participation
    - Sharing
    - Taking turns
    - Cooperating
    - Appreciating
    - Playing fair
    - Considering others
    - Being polite
    - Developing tolerance
    - Working with a group
    - Learning etiquette
    - Learning the basic tool subjects

2. Accepting Responsibility
    - a. Recognizing limits
    - b. Following directions
    - c. Making choices
    - d. Respecting own and others property
    - e. Learning leisure-time activities
    - f. Developing work habits

3. Audience habits:
    - a. Watching movies, Slides, etc.
    - b. Listening to stories, poems, etc.

4. Attitudes
    - a. Areas of Study
        - 1. Courtesy - Manners
        - 2. Honesty - Responsibility
        - 3. Respect for authority

MATERIALS

- Blocks
- Pegs and peg boards
- Beads
- Sewing cards
- Doll house and furniture
- Toy iron and ironing board
- Doll, doll bed, doll carriage, clothing, etc.
- Toy dishes, silver, cooking utensils
- Toy broom, mop, sweeper
- Sand pile and sand pile utensils
- Toy automobiles, trucks, trains, train tracks
- Puzzles
- Toy Telephone
- Educational toys, such as pounding block, Little Milkman, color cone, etc.

Audio-visual aids such as:
- Filmstrips
- Movies
- Slides
- Screen
- Projector, etc.
- Puppets & Puppet Stage

TEACHING SUGGESTIONS

Permit the child to choose what he wants to play with, but train him to put away one material before he uses another.

Children roll ball to each other. Sitting on floor and calling the child's name, roll the ball to him. Instruct him in turn to do likewise.

Two or more build a house, boat, etc.

Play the bean bag game, taking turns. Draw a line. The children stand behind it and each one in turn throws bean bag at the waste basket, clown, etc. List children's names on the chalkboard. One child is scorekeeper and makes a tally mark after the name of each child scoring a hit.

Children are seated at table and each chooses a puzzle. Guide them in completing puzzle before giving permission to select another, or trade.

To avoid noise and scattering of pieces, train children to use hands in removing puzzle pieces from frame. Do not turn puzzle over and let pieces fall out.

Have all the children stop and look for a lost piece.

Train children to take turns throwing the ball and passing bean bags.

Encourage children to understand we share our things.

Have a place for every toy. See that the child puts toy away in proper location.

Simple movies:

Before you show the material, tell the children something about what is to be shown. Observe children to evaluate their attention and interest during the showing. Follow up showing with question period to help child tell you what he saw.

Similar activities may be done with slides, nursery rhymes, familiar stories.

Use basic Social Studies Discussion Pictures by - Thelma K. Reese, Row, Peterson, and Company, Evanston, Illinois.

Teacher aids children to:

Express themselves through free play (use large cardboard cartons for imaginative play. Playhouse, store, doctor, telephone booth, cave, tunnel, train.)
Play outdoors and indoors
Sing
Listen to stories
Dramatize and imitate
Eat together
Imitate in dancing and/or rhythmic activities
Enjoy taking trips and/or excursions
Work in groups
Learn own limitations
Help others
Develop tolerance
Learn leisure time activities

Encourage development of good attitudes:

Help children to acquire, develop and apply attitudes that will profit the individual in daily classroom activities.
Help to practice good manners in all situations we are likely to meet.
Help to be more considerate of others, share respect for authority, and
Help to be more responsible for ourselves.

1. Courtesy - Manners

Teacher encourages children to:

a. Say "please" whenever asking for something.
b. Use "thank you" - "you're welcome" to show appreciation.
c. Excuse yourself when inconveniencing others.
d. Keep still when others talk and do not talk back.
e. Field trips, public conveyances, entertainments.

        (1) Do not talk (whisper if necessary).
        (2) Do not yell or whistle loudly.
        (3) Do not "boo" or otherwise show dissatisfaction if not pleased.
    f. Parties
        (1) Turns in playing games.
        (2) Consideration of others.
        (3) Expression of enjoyment received.
    g. Table manners
        (1) Ask to have food passed.
        (2) Take only your share.
        (3) Do not have much loud talking.
        (4) Use proper eating utensils.
        (5) Use "please" and "thank you".
    h. Remember:
        (1) Everyday courtesies.
        (2) Always be polite.

2. Sharing - Consideration of Others
    a. Share toys, books, equipment, facilities.
    b. Share experiences.
    c. Consideration of others less capable.
    d. Respect for property of others.
    e. Make others feel that they belong.
    f. Kindness to animals.
    g. Help others find equipment and supplies.
    h. Keep silent when others are busy.
    i. Welcome newcomers to the group.
    j. Laughing at the right time.
    k. School room duties.
        (1) Collecting, distributing books, papers - shades.
    l. Remember:
        (1) To share things that we may be enjoying.
        (2) Show respect for belonging and privacy of others.
        (3) Treat others, as you would like to be treated.

3. Honesty - Responsibility
    a. Take care of personal belongings.
        (1) Wraps
        (2) Supplies
    b. Return found items.
    c. Return room equipment.
    d. Always do your best.
    e. Be truthful when questioned.
    f. Do not take things.
    g. Repair or report damaged articles.
    h. Respect for all property. (Have own belongings in school room)
    i. Avoid waste.
    j. Remembering room jobs.

- k. Remember:
    - (1) To take proper care of personal belongings, as well as room equipment and all others' properties.
    - (2) Report or return things that do not belong to you.
    - (3) Tell the truth.

4. Respect for authority
    - a. Address people correctly - Miss, Mrs., Mr.
    - b. Respond to directions given.
    - c. Remember:
        - (1) Address people correctly.
        - (2) Follow directions.

UNIT V. VOCATIONAL TRAINING

CONTENT

A. Occupational Skills

1. Folding:
   - a. Paper
   - b. Napkins
   - c. Blankets
   - d. Tablecloths
2. Tying:
   - a. Shoe laces
   - b. Ribbons on packages
   - c. String on packages
3. Sorting:
   - a. Pegs
   - b. Beads
   - c. Blocks
   - d. Table silver
   - e. Buttons
   - f. Nails
4. Stacking:
   - a. Blocks
   - b. Boxes
   - c. Books
   - d. Cans
   - e. Construction paper
   - f. Plates
   - g. Paper towels
5. Sacking:
   - a. Food containers
   - b. Vegetables
   - c. Fruits
   - d. Nuts
6. Carrying:
   - a. Chair
   - b. Sacks of materials
   - c. Basket
   - d. Tray of food
   - e. Container of fluid (water, milk)
7. Pasting:
   - a. Labels
   - b. Pictures
8. Sewing:
   - a. Threading and using needle

MATERIALS

Paper of various sizes and weights (kraft, newsprint, construction)
Scissors
Creative Art Crafts Book I, Pedro deLemos, Davis Press, Inc. (paper, toy, relief crafts).

Letter-size paper, 8½" x 11"
Personal correspondence paper of various sizes, envelopes to fit

Paper napkins
Small clean rags to be used for cloth napkins
Tablecloth for housekeeping center
Sheets for doll bed
Roll or blanket for rest period.

Knotting board
Shoe with laces
Lacing shoe (Playskool no. Ps-440)
String, twine
Ribbon and boxes
Box of 2" Kindergarten pegs, assorted colors
Enlarged pegboards, 10" x 10",
Primary pegboard, 6" x 6"
Beads in assorted shapes, sizes and colors
Bead laces
Large blocks of various sizes and shapes.

Small, colored counting blocks
Toy knives, forks and spoons
Supply of colored straws
Blocks (Color Cubes) Sifo No. 140
Cubical Counting Blocks
Bradley No. 8037

Boxes -- toy stacking boxes that can be stacked by size.
Large and small books

Construction paper, large and small doilies, etc.
Metal (toy) or small and large round paper plates

CONTENT

b. Basting stitch
c. Running stitch
d. Cross stitch

9. Weaving:
   a. Plain weaving (over and under)
   b. Simple basketry

10. Lacing:
    a. Shoes
    b. Simple leather lacing

11. Carpentry:
    a. Sawing
    b. Nailing
    c. Sanding
    d. Painting

12. Cutting with scissors:
    a. On paper
    b. On cloth

MATERIALS

Paper towels
Paper bags (kraft)
Cans
Assorted packages
Small mesh sacks
Lightweight chair which stands on legs
Paper bags half full, and full, of various items

Small Easter baskets
Larger baskets for toys
Magazines, scissors, paste, Tri-Tix
Rubber Cream Glue (No. TX-204, pint)

Punched sewing cards
Laces, and later needles,
Sewing box, Playskool No. 310 (Wooden Needles)
Large embroidery needles
Cloth
Strips of construction paper, assorted colors, Industrial Weaving Mats, No. 128 or 131, Practical Drawing Company

Peg looms for loop and yarn weaving
Loop clips

Wire coat hangers
Plastic lacing
Pipe cleaners

Small saws and boards
Hammer and nails
Wood
Sand paper
Steel cloth
Emery cloth

Pounding block
Aluminum or copper discs or soft metal (obtainable in handcrafts stores)
Small hammer with a rounded end.

CONTENT

MATERIALS

Paint
Pine cones
Cans

Scissors, paper and magazines

TEACHING SUGGESTIONS

Teacher demonstrates folding paper:
a. In half to make a book, drawing pictures, one on each page
b. In half, cutting and pasting a picture on each page
c. In fourths, making a cupboard
d. To make a fan
e. To make a tepee

Teacher demonstrates the following activities:
1. Make a bed by cutting diagonal slits in the four corners of a piece of paper. Fold three sides down and the other one up.
2. Make a long table by cutting four slits in paper lengthwise about an inch from the corners and folding them down.
3. Make a chair by cutting off two corners of a sheet of paper (looks like an open envelope). Cut two slits at the bottom corners and two right below the "flap of the envelope". Fold the slitted "legs" down, the triangular "back" up.
4. A stool, or a flower box, can be folded from a square piece of paper, just by slitting the corner.
5. Make a cupboard by folding a sheet of paper in half lengthwise and then folding each side to the center, dividing it into fourths; the two folded sides make the doors. You can make a pad the same way by not opening the folds.
6. Make a box by folding the paper in sixteen squares. Cut a slit just above the first fold on each side. Fold one square back, fold the other square up. You can paste the sides together.

Fold letters (business fold).
Fold correspondence paper, stuffing envelopes.
Act out having a party.
Fold napkins and arrange in stacks.
Set the table.
Train children to fold and put away the tablecloth, also to unfold and place it correctly on the table.
Demonstrate tying overhand knot. Use a knotting board to learn this skill with practice. Then instruct child in tying a bow:
a. After tying an overhand knot, form two loops, one with each lace.
b. Tie loops together in an overhand knot closure.
Train in knotting string, tying bows.
Sort pegs, making rows of like colors.

Sort by filling a pegboard, using one color.
Sort pegs and arrange in color patterns.
String beads by color, size, shape, or by number.
String beads in a pattern.
Build a house using different sizes of blocks.
Build a bridge (with teacher guidance in use of specific sizes and shapes of blocks).
Learn to use blocks of various sizes and shapes in building projects.
Sort small blocks by color; pattern; shape.

At milk time ask a child to choose a color and distribute straws all of the same color.
Make chains, rings, etc. out of a designated color.
Stack blocks in box.
Stack blocks in box in a designated pattern; one on top of another; in a group; side by side; by number or size.
Stack books on library table.
Stack books by size and shape.
Stack construction paper by color.
Stack paper doilies by color and size.
Stack plates by shape and size.
Put plates away in housekeeping area.
Arrange paper towels on shelves for use at milk time.
Teach sacking heavy articles at the bottom of bag.
Teach arrangements of assorted items.
Place all like items in sacks.
Teacher demonstrates how to carry chair by placing hands under chair seat.
Train children to carry a chair correctly on every occasion.
Teach children to carry a sack by supporting underneath bottom of bag.
Instruct children by demonstration:
a. Arrangements to use for stacking contents in a basket.
b. Method of carrying a basket
Make scrapbooks of various items.
a. Paste with a specific objective.
b. Follow standard patterns of "how and where" pictures are to be placed.
Paste pictures or labels on round bottles or objects.
Demonstrate working laces from one opening to the next, and later, the use of materials in Sewing Box.
Instruct and demonstrate passing a thread through the eye of a needle.
Teach the long basting stitch.
Demonstrate plain weaving (passing strips over and under).
Illustrations and instructions are in each box of peg looms. Assist and encourage children to finish all projects.
Instruct and demonstrate twisting materials around hangers to cover wire.
Teacher demonstrates sawing a board in half. Teach children to saw on the outside of a line. Make a bread board by sawing the ends off a piece of wood and sanding it.

Make a tray by taking a piece of wood and sanding it; then take plywood cut in four pieces to fit, light and dark, and glue to backing.

Make a pot holder board. Saw a pattern drawn on wood. Get hooks at a dime store; make a hole in the top to hang it up.

Make a hot plate, following the procedure for making a bread board, but putting a little block of wood on each corner to make it stand up.

Make a napkin holder using three pieces of wood. Put the child's initial on the front of the holder, or a decal.

Make a wall shelf. Cut out a half circle and nail a piece of wood at the bottom.

Through demonstration, train child to hold hammer, hold nail, hammer nail into position.

Give each child a small block of wood and instruct in sanding.

A pounding block is made from hard wood. The hollow is chiseled out with a U-gouge and a mallet and then smoothed with sandpaper. With the rounded end of a hammer, pound the metal down into the hollow, using many light, even strokes, working round and round the center out toward the rim of the disk. The disk is turned so that the pounding is always done over the hollow.

Teacher shows the child how to hold scissors correctly (with thumb and second finger, using forefinger to steady use of blades). Random cutting (without regard to lines) will develop cutting motion. Cut paper into shapes, strips or bits.

Cut on lines.

Fold a paper in the middle.

Open it up and draw a red line on the fold. Cut paper on line.

Cut around a picture (outer edge).

Make a scrapbook of the family as a unit. Cut out picture of a house, father, mother, child himself, sister, brother, rooms in the house, pets, etc.

Cut out figures, objects, animals on lines.

a. Pictures of simple objects drawn by the teacher.

b. Forms

UNIT VI. SAFETY

CONTENT

A. Safety Practices:

1. Walk in hall, room, on stairs
2. Observe boundaries of play area
3. Ask permission before eating or drinking
4. Halt at command of "stop"
5. Recognize and obey:
   "Stop" and "Go" signs
6. Recognize and avoid dangerous objects such as:
   - a. Electric fan blades
   - b. Hot radiators or heaters
   - c. Knives and scissors
   - d. Matches and fire
   - e. Electrical outlets
7. Recognize warnings of danger
8. Cross streets properly:
   - a. With permission
   - b. At corner
   - c. Looking for traffic, first to the left, then to the right.
9. Teaching "Wait for Your Turn".

MATERIALS

Traffic signs for:

Stop
Go
Wait
Walk

Caution signs for:

Danger
Poison
Keep Out
Keep Off

Useful signs:

Men
Women
Ladies
Gentlemen
His
Hers
Toilet
Exit

Traffic safety
Bulletin Board Aids
Dennison Color Prints - $1.00
Paine Publishing Company
34 N. Jefferson Street,
Dayton, Ohio 45401

Safety Can Be Fun by Munro Leaf
J. B. Lippincott Company,
Philadelphia, Pennsylvania

TEACHING SUGGESTIONS

Talk to the children about walking, not running, in the hall, in the room, on the stairs. If a child runs, insist on his returning and walking to destination.

ESTABLISH DEFINITE BOUNDARIES FOR THE PLAY AREA. Carefully show them to the children. If one child gets out of bounds, stop the play period and take children to their room. Talk about why they had to come in. The next day do not let the children have an outside play period. After this happens a few times the children will help you to see that everyone stays within the boundaries. (Caution: Do not take children outside until they are fairly well adjusted to school situation.)

Train child always to:

a. Ask permission to go to the water fountain.
b. Ask permission to commence eating.
c. Ask mother before drinking liquid from a bottle.

To help train children to obey the "Stop" command automatically, play the following game:

Have the children run, jump, hop, etc., on command, then stop on command.

Learn that red means STOP.

Learn that green means GO.

Learn that yellow means WAIT.

Make a traffic light by drawing three circles on the board and coloring them with colored chalk. Later the children can draw a traffic light.

Teach:

"The traffic light is red --
We must not go ahead
But when the green is showing
Our auto will be going.
The traffic light is red --
We must not go ahead."

Caution children about running from behind a car into the street.

Talk to the children about the fan, how sharp it is and very dangerous to touch. Insist they do not touch any part of the fan.

Demonstrate to children the heat of radiators by having them warm their hands over one. Tell the children if they touch it they will get burned.

Train the children always to play at a safe distance from radiator or fan.

Participate in fire drills and air-raid drills.

Listen to and recognize the significance of bells.

Practice the fire drills and air-raid drills until the children know the routine.

Warn children of the dangers of fire or of playing with matches. Show them what terrible things can happen if a fire is started. Construct posters and use dramatizations to emphasize dangers.

Train children to cross streets only with permission, looking to the left and then to the right before crossing.

Teach:

"Stop, look, and listen
Before you cross the street.
Use your eyes,
Use your ears,
And then use your feet."

"Look to the left,
Look to the right,
When you cross the street.
Look to the left,
Look to the right,
When you cross the street."

(Stand up, turn, and look in the direction as you say it.)

Encourage and continue training children until they:

a. STOP at corners
b. STAY on the curb
c. WAIT until all cars have passed
d. WALK across the street

Teach children not to push or shove going up and down stairs and steps. Encourage children to wait their turns. Emphasize sharing and courtesy. "Ladies first" may help with some of the little boys.

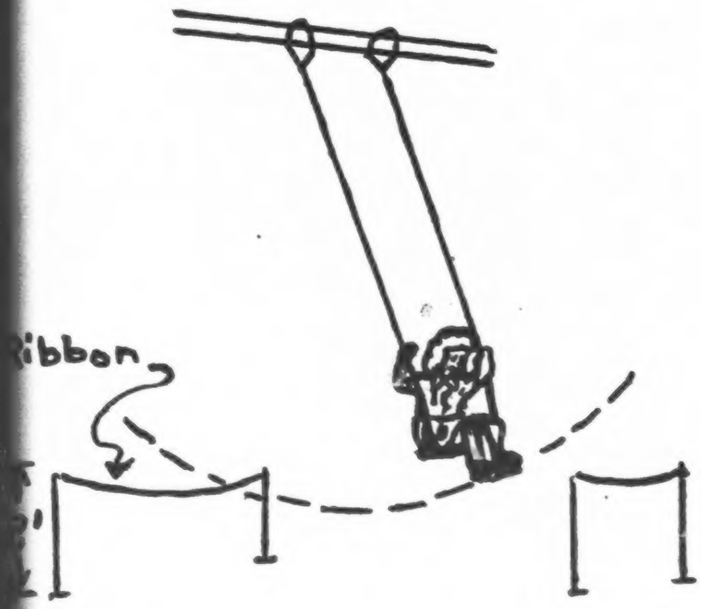
Make a safety scrapbook. Make one for safety in traffic, safety at home, safety on picnics, safety at play, etc. Use magazine or old textbook, color books for pictures.

CONTENTS	MATERIALS
10. Climbing	Safety Posters (Teacher prepared or commercially prepared)
11. Playground safety	Pictures Posters Diagrams

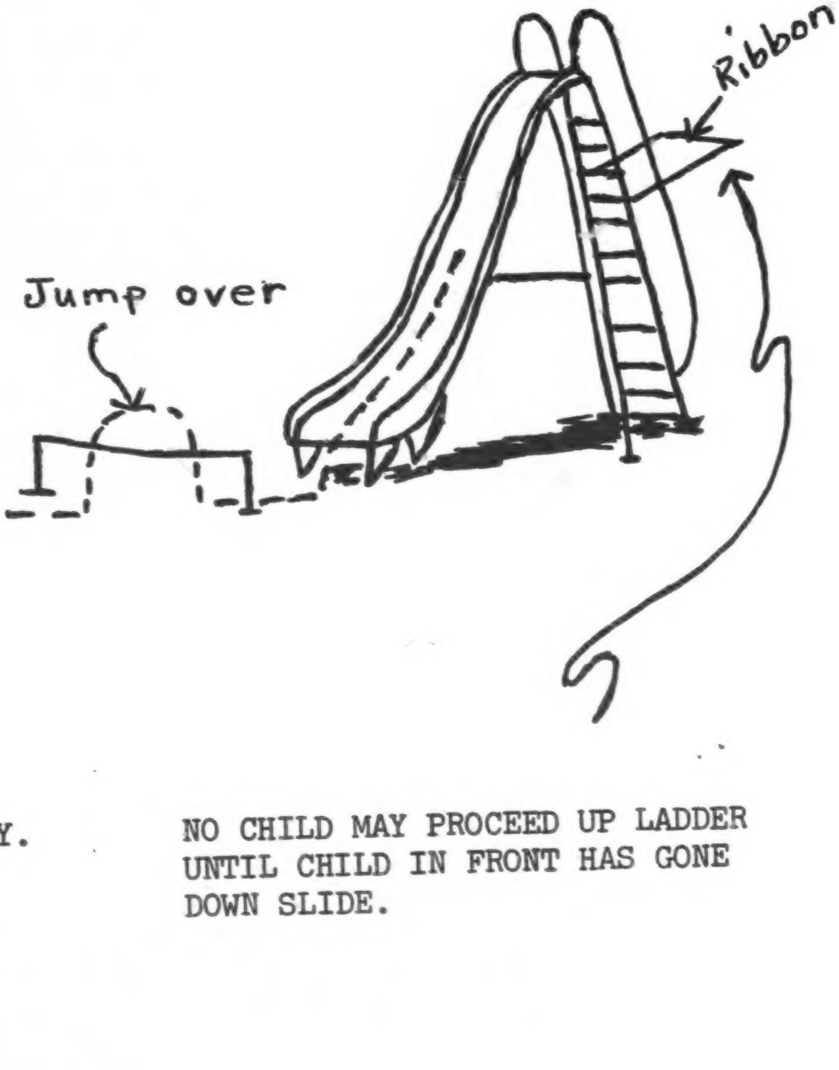
TEACHING SUGGESTIONS

Teach children not to climb on walls, roofs, or in trees. Provide children with safe playground equipment to climb on.

Teach and re-teach safety on playground equipment. Emphasize strongly Do's and Don'ts.

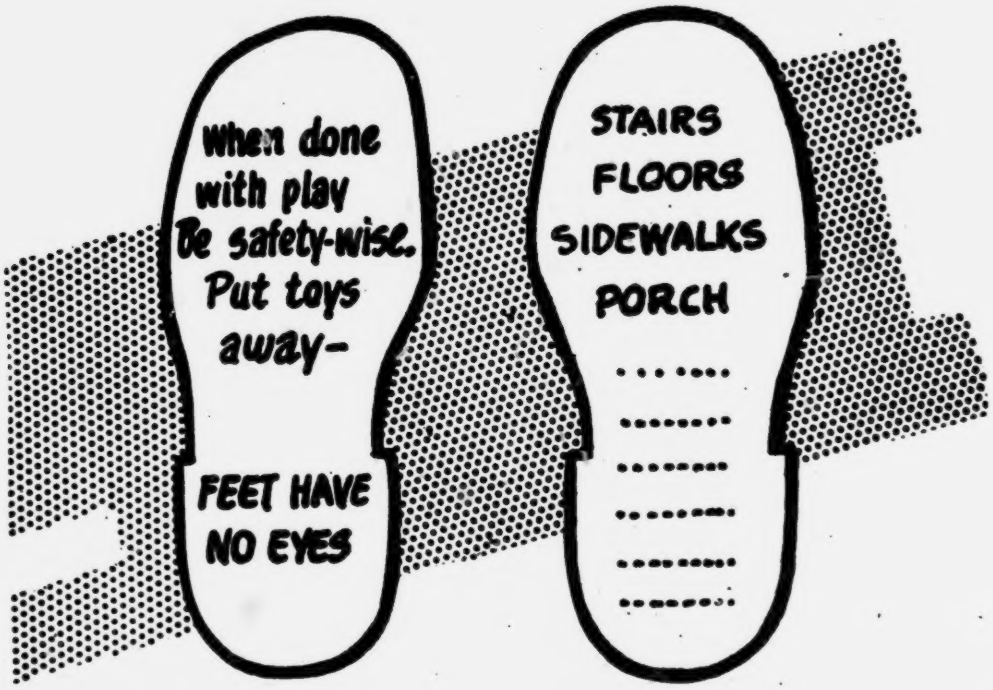


RIBBON KEEPS OTHER CHILDREN OUT OF THE WAY.



NO CHILD MAY PROCEED UP LADDER UNTIL CHILD IN FRONT HAS GONE DOWN SLIDE.

HAVE CHILDREN TRACE OUTLINE OF THEIR SHOES ON COLORED PAPER...

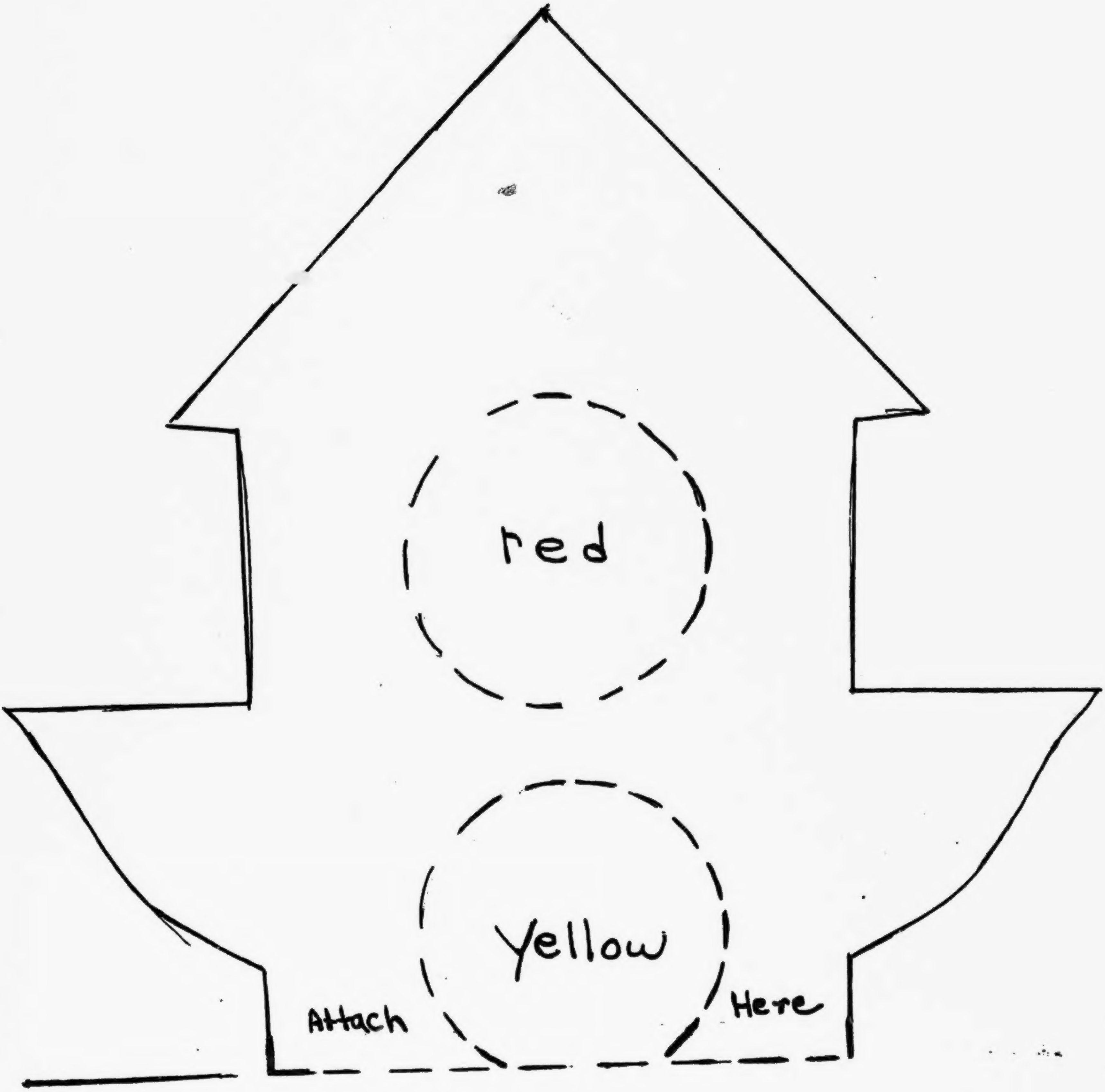

When done
with play
Be safety-wise.
Put toys
away-
FEET HAVE
NO EYES
STAIRS
FLOORS
SIDEWALKS
PORCH
....
....
....
....
....
....

...THEN CUT OUT AND PRINT SAFETY JINGLE ON ONE SIDE. ON OTHER SIDE THE CHILDREN CAN LIST PLACES WHERE PEOPLE MAY TRIP OVER TOYS. CHILDREN SHOULD TAKE CUTOUT HOME.

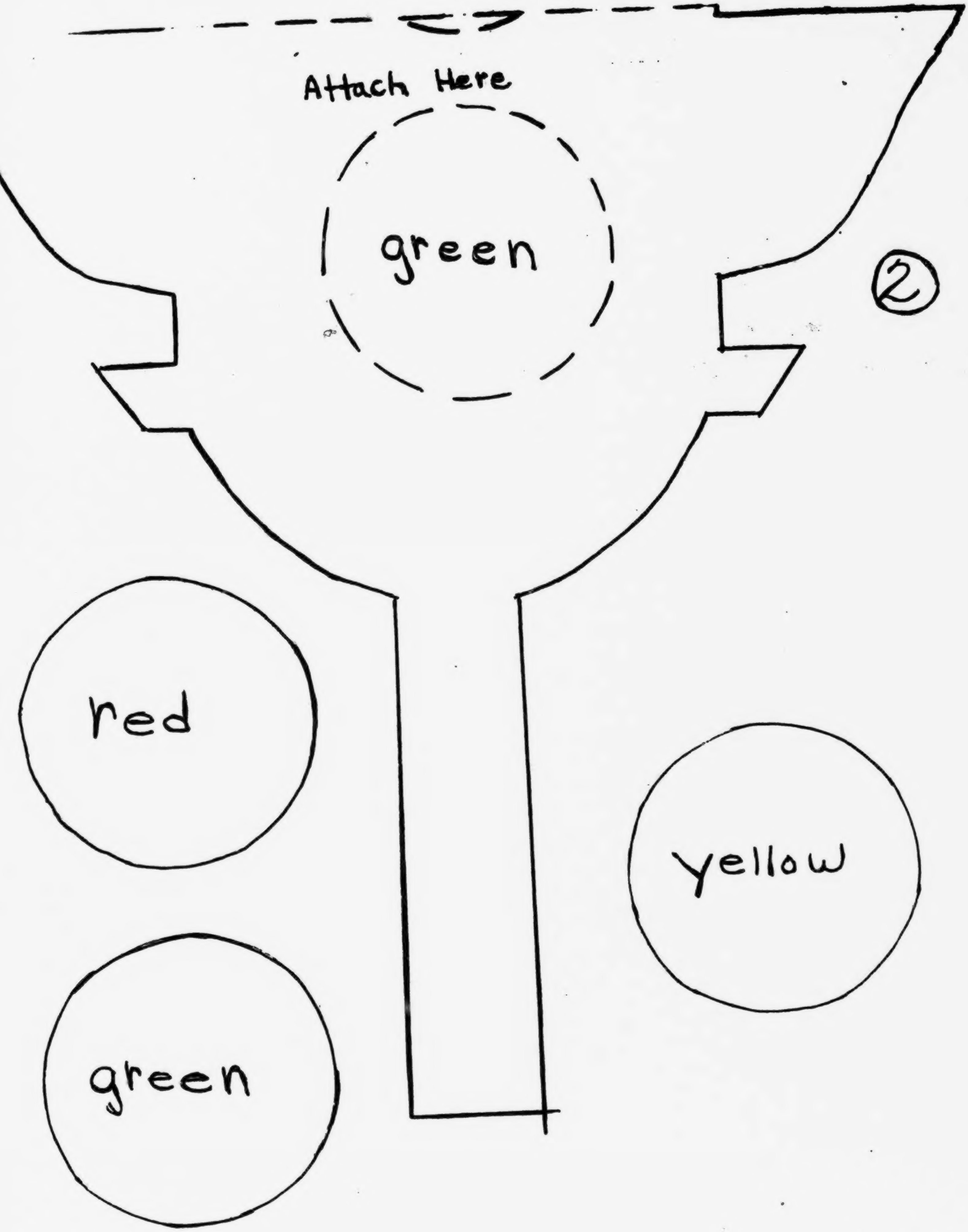
①

Traffic Light

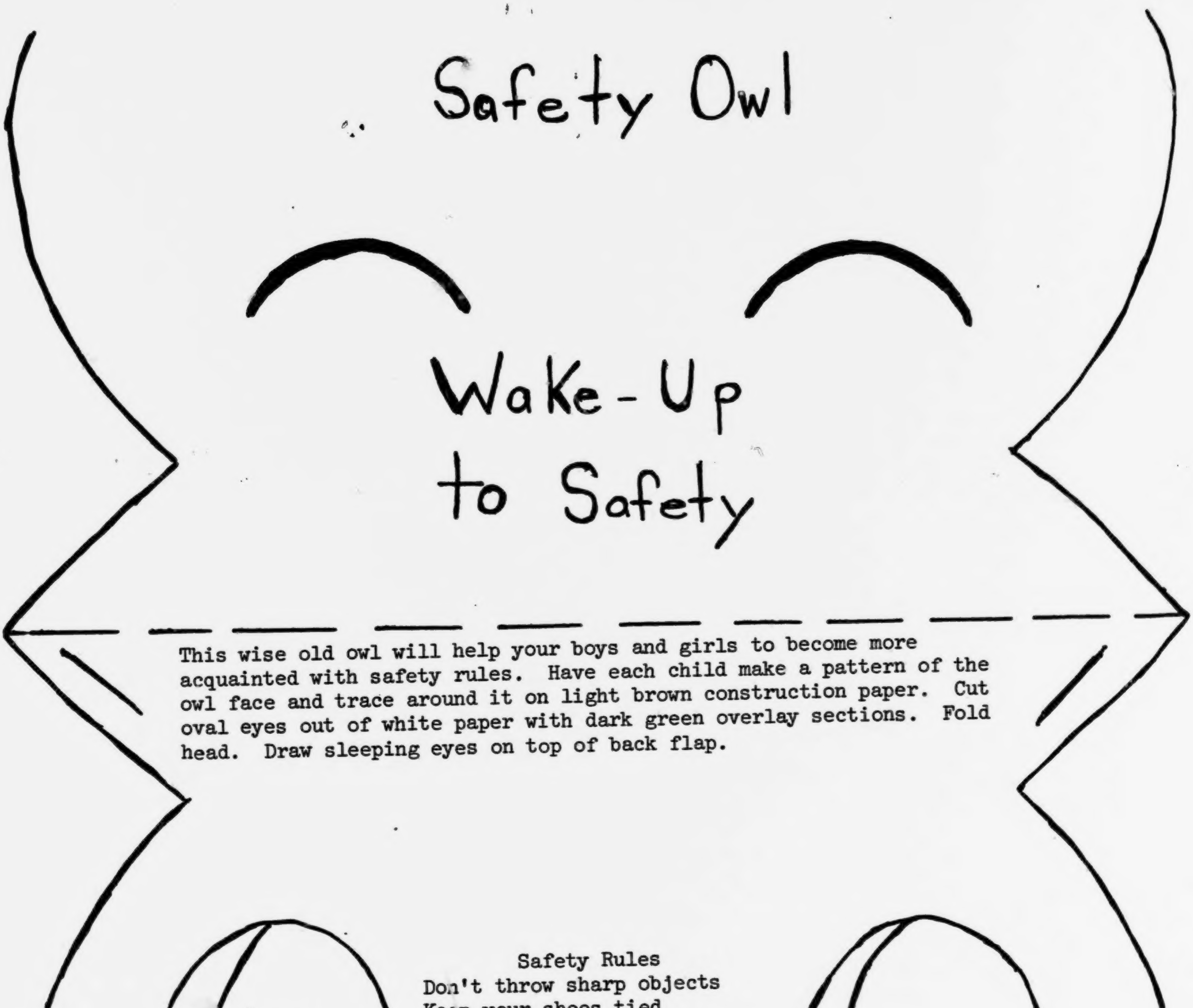
(attach sheet number ① with sheet number ②)


red
Yellow
Attach
Here

②


Attach Here
green
red
yellow
green

Safety Owl



Wake-Up to Safety

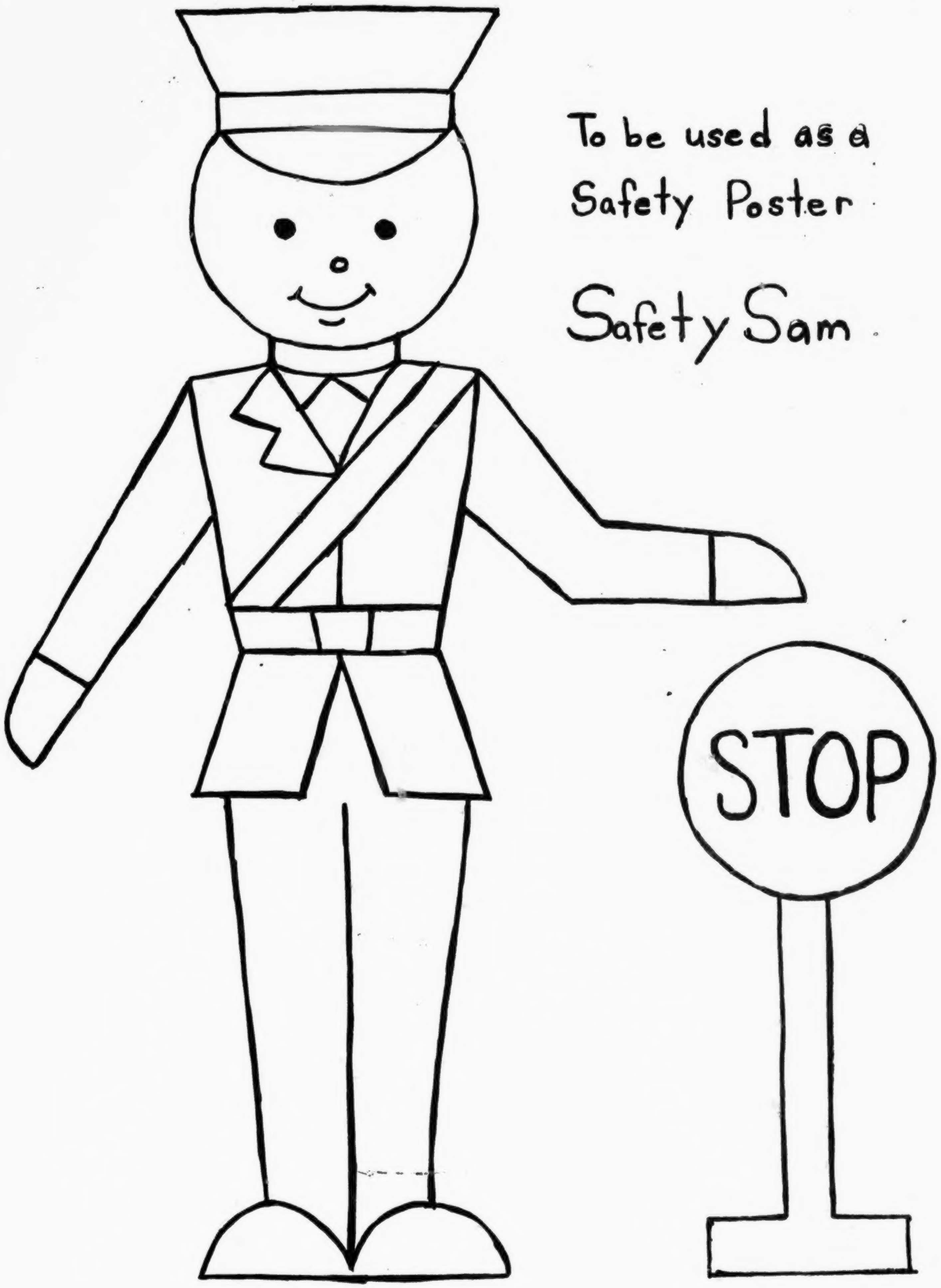
This wise old owl will help your boys and girls to become more acquainted with safety rules. Have each child make a pattern of the owl face and trace around it on light brown construction paper. Cut oval eyes out of white paper with dark green overlay sections. Fold head. Draw sleeping eyes on top of back flap.

Safety Rules

Don't throw sharp objects
Keep your shoes tied
Don't play with fire or matches
Watch sharp points
Put your toys away
Obey playground rules
Keep things out of your mouth
Take turns and share

To be used as a
Safety Poster

Safety Sam



UNIT VII. HEALTH

CONTENT

A. Health Practices

1. Relax after play period.
2. Wash hands when necessary.
   - a. Before eating or handling food
   - b. After toilet use
   - c. When dirty
3. Cover mouth when:
   - a. Coughing
   - b. Sneezing
4. Keep hands, fingers, objects out of mouth
5. Observing bathroom (toilet) schedule
6. Drink Sufficient Water
7. Correct use of towel
8. Proper care of fingernails
9. Chew (not gulp) food
10. Brushing Teeth Properly & often
11. Bathe Often for Health's Sake
12. Keep clothes Clean and Neat
13. Keep Hair Clean and Well Brushed
14. Get Plenty of Fresh Air & Exercise
15. Eat Vegetables and Fruit
16. Drink Plenty of Milk
17. Get Plenty of Sleep
18. Good Posture
   - a. Sit on floor with feet crossed.
   - b. Sit on chair with feet on floor.
   - c. Stand with weight balanced on both feet.

MATERIALS

Rugs or mats
Individual towels, Combs, nail files
Cleansing tissues
Soap, water
Brush
Health Posters
Tooth brush
Toothpaste

Dolls, doll clothes
Doll beds
Wash basin for dolls (for acting out activities)
Mirror
Full length mirror
Flannel board
Magazines
Construction paper

Record - "Let's Play a Musical Game", Columbia - By Tom Glazer. $1.95.

TEACHING SUGGESTIONS

Draw outline of street on the floor. Use doll buggy or toy cars to stimulate traffic. A teacher can tie a string or cord to buggy or car so that a child can pull vehicle without standing in the street area.

Teacher may want to take the children for a walk around the school grounds to point out the corners, curbs, and correct places to cross a street.

After outside play the children come in and rest on own rugs, mats, or towels. (Teacher of child turns off the lights.)

With older children, have them fold arms on top of desk, resting their heads on arms.

Train children to wash hands before eating and after going to the toilet. If facilities are conveniently available, have children wash their hands before milk time; otherwise they can wipe their hands with a paper towel.

Demonstrate and guide children in:

a. Turning water faucet handle to "on" and "off"
b. Use of soap
c. Locating towels
d. How to dry hands
e. Where to dispose of soiled towels.

Keep a box of tissues where it is easily accessible. Use tissue or hand to cover mouth or nose when coughing or sneezing. Teacher may introduce the practice of using tissue by handing child one when needed. Encourage children to learn using tissue until the habit is formed.

Train children to use tissues correctly, when needed. (Use "Let's Play A Musical Game".)

Talk about using mouth for entrance of food and liquid but nothing else. Objects, hands, fingers, are unclean.

Take your entire class to the rest room at a scheduled time each day. This applies only to the younger group, who are not capable of going alone. In an emergency situation, the school maid may assist.

Have the children go to get a drink of water after outside play period, also after leaving the rest room.

Train child to drink from the fountain. You use the handle on the fountain to control the water. Child does not turn water on and off until he has formed the habit of keeping his mouth a certain distance from the fountain and can manipulate the handle properly.

Encourage child to use towel to:

a. Dry hands after washing.
b. Blot and clean spilled liquids and foods.
c. Wipe his hands clean.

As part of the opening exercises, each morning and afternoon, a check can be made of the children's hands and teeth.

Encourage the children to have an interest in clean fingernails, teeth, hair, face, hands, and body; cutting finger and toe nails. Stress the importance of cooperation with parents to maintain personal cleanliness.

Children may act out washing hair by pretending to wash a doll's hair.

Teach songs about keeping clean:

"Wash, wash, wash your hands,
Look so very neat,
Merrily, merrily, merrily, merrily,
Just before you eat."
(Tune: Row, Row, Row Your Boat)

"This is the way we wash our hands,
Wash our hands, wash our hands,
This is the way we wash our hands
So early in the morning.

"This is the way we wash our face," etc.
"This is the way we brush our teeth", etc.
"This is the way we comb our hair", etc.
(Tune: Here We Go 'Round the Mulberry Bush)

Either of the above can be adapted to actions before music is learned.

"Mary had a bar of soap,
A bar of soap, a bar of soap,
Mary had a bar of soap,
She used it every day.

Her face and hands were always clean,
Always clean, always clean,
Her face and hands were always clean,
She used it every day."
(Tune: Mary Had a Little Lamb)

Provide individual toothbrushes and toothpaste for the children to use after eating a snack or lunch. Show them how to brush teeth correctly. Also teach children how to take care of the toothbrush. Poem:

Clean Teeth

I brush my teeth
Up and down, round and round;
This keeps them sound.
I brush my teeth morning,
Noon and night,
To keep them clean and white.

Place two flannel boards at opposite sides of the classroom. One board is divided into two sections. One section shows "Food for Good Teeth". The other section shows "Food for Bad Teeth". The second flannel board entitled "Foods" shows pictures of many kinds of food in no distinct order. Call a child's name and the name of a vegetable. The child finds the vegetable picture and transfers it to its proper place on the opposite flannel board.

To stress the habit of daily cleanliness, mount real miniature toilet articles on a poster. Beneath the objects print the words "Have You Used Me Today?" Or perhaps an addition to your library corner, would be helpful. Keep a collection of real objects and lable the section "Use Us Daily". Among objects shown are: handkerchief, toothbrush, toothpaste, soap, washcloth, comb, nailfile, and shoebrush. The teacher may wish to add faces, arms, and legs to the objects, giving them a personality.

An excellent aid to use in teaching good grooming is "The Magic Mirror". It is an inexpensive 8" x 10" wall mirror. Tell the children they should look in it each morning and ask it these questions:

(1) Is my face clean as can be?
(2) Are my teeth bright and clean?
(3) Does my hair look neat?
(4) What can I do to Improve my appearance?

A full length mirror would be wonderful if teacher can arrange to get one. Stress clean clothes and shoes and socks.

Encourage children to play games outdoors at school and at home. Get the cooperation of parents. Retarded children should not be allowed just to sit and watch TV all day.

A Rest Exercise:

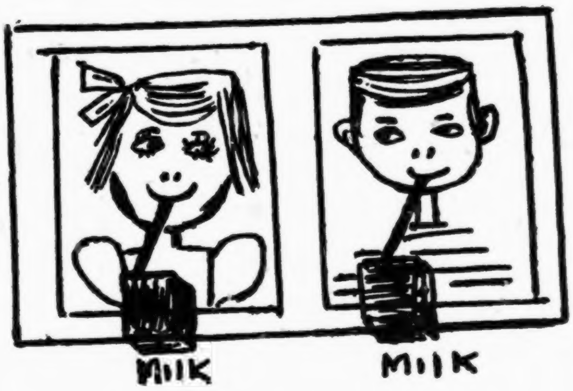
Turn to the right and stand if you please.
Touch your elbows, and now your knees.
Touch both heels, now your nose.
Hands on your hips, and now on your toes.
Hands on shoulders, and on your shoes.
Turn to the left and read the news.
Hands on heads, also on hair.
Hands on hips, now in the air.
Touch your face, now your feet.
Clap your hands and take your seat.

The rhyme may also be used as a device for ear training. The children may like to guess as the teacher sounds the initial letter, whether "f" is going to be face, finger, foot, or feet, etc. This activity will also improve knowledge of body image.

Construct a Health Tree. Have the children bring colored illustrations of fruits, vegetables, eggs, bread, etc. Let each pupil pin his pictures on the branches. This will make a very attractive bulletin board, and encourage children to eat nutritious foods they had never liked before.

Too large a percentage of our retarded children do not care for milk. In addition to health class discussions and posters made, build a table exhibit of a quart milk bottle surrounded by child figures mounted in such a way that they appear to be dancing around the milk bottle. Every day each child puts into the milk bottle a slip of paper bearing his name for every glass of milk that he drank. Soon you will have a whole "bottle of milk" and a great many more children drinking milk.

Perhaps the children would have fun making self-portraits. Get empty (cleaned) milk cartons. Carefully punch a hole in the mouth of each portrait and insert a drinking straw. Tape the milk carton to each portrait, inserting the other end of the straw in the carton. Mount the pictures for all to see.

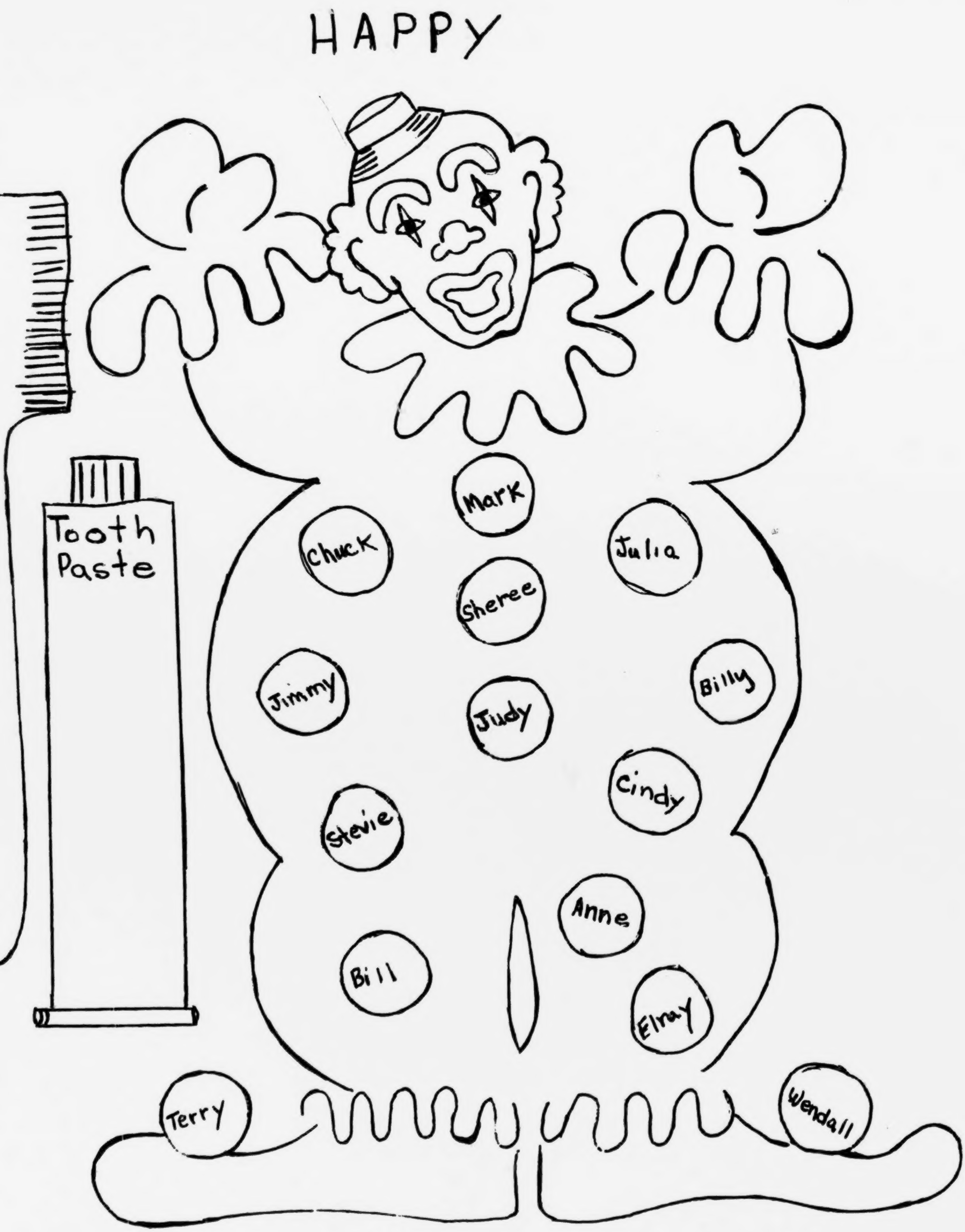


Draw a sturdy clock about 6 inches in diameter. Have each child make one like the teacher's clock. Draw a clock face on both sides of the clock. On the first side put the hands at eight o'clock "Time to go to bed". On the other side, put the hands at quarter before seven, "Time to get up". Punch a hole in the clock, insert string, and let the child wear the clock home.

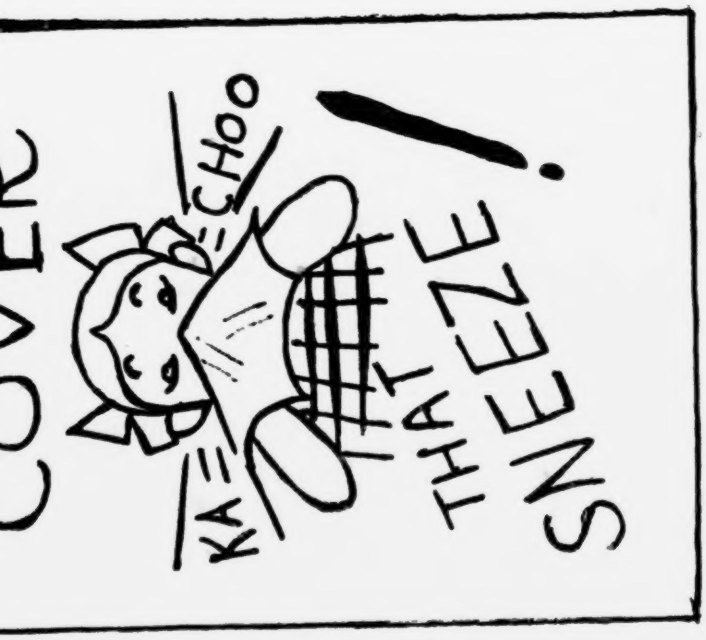
Have one child show the other children the proper way to sit on the floor. Tell them that we sit on the floor "like Indians". You may have to assist the child to arrange his legs in the proper position for the first few times. Use this position every time you need to sit on the floor (watching movies, etc.)

Be sure the child sits up straight ("sits tall") and has his feet on the floor when listening to stories, etc.

To develop a child's balance on his feet, play the following game. Put a bean bag, book, etc., on the child's head and have him walk to a given point trying not to drop the bean bag.


HAPPY
Tooth Paste
Mark
Chuck
Julia
Sheree
Jimmy
Billy
Judy
Cindy
Stevie
Anne
Bill
Elray
Terry
Wendall

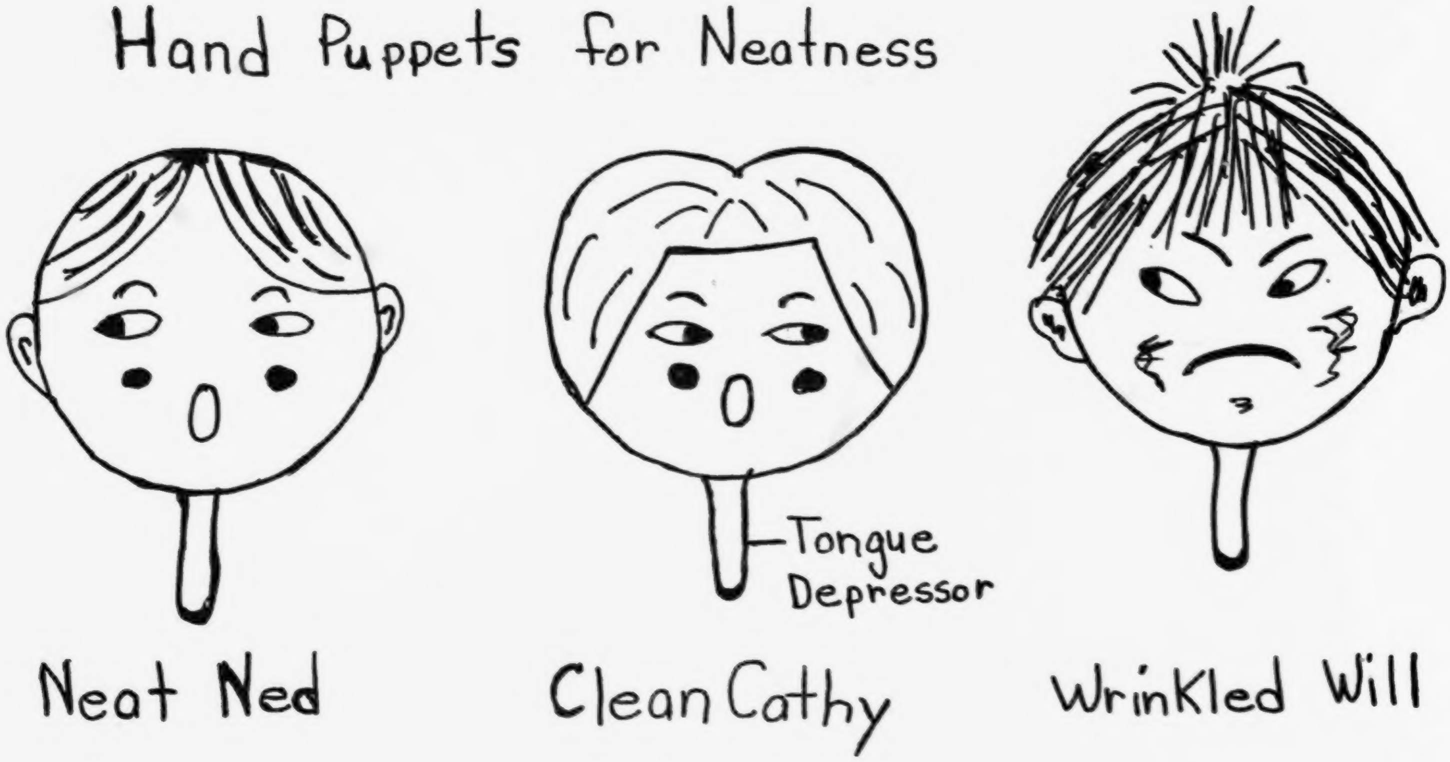
Dental Chart - Make clown 36 inches high. Cut oversize brush and Toothpaste tube


COVER
KA-CHOO
THAT SNEEZE!

Blue
HEALTH
Ribbon

Drink 4 glasses of milk daily

Hand Puppets for Neatness


Tongue Depressor
Neat Ned
Clean Cathy
Wrinkled Will

Drinking Records

Drinker Downers	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Tom							
Susie							
Jimmy							
Cindy							

MiLK

UNIT VIII. INTELLECTUAL STIMULATION

CONTENT

A. Sense Training
(feeling, seeing, hearing)

1. Identify:
    - a. Visible object
    - b. Unseen object
    - c. Texture of object
    - d. Use of object

2. Discriminate gross sounds made by:
    - a. Visible object
    - b. Unseen object

3. Imitate sounds

4. Discriminate between sounds:
    - a. Loud - soft
    - b. Normal speech - whisper
    - c. Talking - singing
    - d. High - low

5. Detect direction and/or location of sources of sounds

MATERIALS

Straw
Ball
Doll
Block
Comb
Bead
Laces
Sack
Box
Tablecloth
Shoe
Button
Flowerpot
Toy car
Leather objects or leather scraps
Pictures
Whistle
Drum
Color cone
Construction paper
Bean bags
Coordination Board (Sifo No. 55)
Stacking telephone (Sifo No. 136)

TEACHING SUGGESTIONS

The children may take turns feeling objects, telling you the names of each. With older children, use hammer, nails, sandpaper, bolts, nuts, pine cones, seeds, etc.

Place five common objects on a table such as a toy car, comb, small doll, cubical block and lacer. Be certain the children know the names of the objects. Then place objects in a paper sack, or market basket, etc. Blindfold child and have him reach into container and by feeling object tell you what it is. Do not insist on blindfold if the child objects. Substitute child's own hand over eyes, or just closing eyes tightly. If child correctly identifies object, he may take it with him as he returns to his seat.

Talk to the children about different objects, identifying smooth and rough qualities, thick and thin, etc. Some glass or plastic plates are smooth. A starfish, pine cone, and sandpaper are rough. Paper is thin and can be smooth or rough. On smooth paper print name of child in glitter. During name drill, guide child's hand over the name and say rough in a rough voice. Then guide hand over smooth paper and say smooth in a soft voice.

Classify clay with bricks, flower pots; cloth with napkins, clothes; leather with shoes, purses; wood with tables and chairs; metal with silverware and water faucet.

Bounce a ball, tap a pencil, blow a whistle, etc. Ask the children what you are doing. Have the children take turns making sounds.

During rest period when the children's heads are down, ask them to listen for sounds they can hear.

a. Cars
b. People talking
c. The clock
d. Sounds outside the room

Sometimes when you hear a sound like the motor of an airplane, tell the children you hear something. Listen and ask: "Can you tell me what is making that sound?"

Identifying people by voice in playing games such as "Dog and Bone".

Dramatize sounds. Encourage the children to mimic your demonstration of:

a. Noises that people make:
   We laugh (ha-ha-ha)
   We cry -- sneeze -- hiccough -- whistle -- sniff -- snore
b. Noises made by animals: (cat, dog, and other familiar animals.) Use the song, Old MacDonald Had a Farm. (Singing and Rhyming, p. 136)
c. Noises made by things: (clock, auto horn, door chimes, train)

Action and finger play material can be adapted from songs found in The Kindergarten Book. Animal sounds, pages 105 to 122. Mechanical sounds, pages 125 to 140.

Use songs to help children discriminate between sounds. Sing some softly, such as "Rock-a-Bye, Baby".

Have children clap loudly or softly to music, as it is loud or soft. "We talk softly in the room."

Use frequently such sentences as: "We tiptoe softly around the room during rest period".

Play a game called "Gossip". In this game, encourage child to repeat in a whisper, what you have whispered to him. The "story" is whispered from one to another around the circle. (Whispering is difficult for our children.)

Encourage whispering during rest period. If child asks question in speaking voice, reply in a whisper. He will probably try to mimic.

A whistle makes a high sound.
An empty box or drum makes a low sound.
When you sing like a bird you sing high notes; like a frog, low notes, etc.
Dramatize stories like:
    The Three Bears (Papa Bear has a low, deep voice. Baby Bear has a high squeaky voice.)
When you hear an airplane, it is above you.
Train the children to search for source of sound in order to avoid injury.

CONTENT	MATERIALS
6. Recognize shapes: a. Circle b. Square c. Triangle d. Rectangle	Parquetry blocks, Scrap books Puzzles Felt Flannel board The Kindergarten Book

7. Discriminate between shapes:
    a. Circle and square
    b. Circle, square and triangle
    c. Circle, square, triangle, and rectangle

First Grade Book

Tee Pee Blocks

TEACHING SUGGESTIONS

Show the children how to draw a circle (ball); square (box). Make circles (balls) of different colors.

Use song, Round and Round (The Kindergarten Book, p. 39.)

Play Drop the Handkerchief, using square, round, and triangle beanbags. Child cannot pick up bean bag and commence running until after he has called out the correct word identifying the shape of the bag.

Show the children a music triangle. Use song, The Triangle (The Kindergarten Book, p. 138)

Paste or draw outlines of a round ball, a square box, and a triangle (tepee) on pieces of paper and give one to each child. Have them draw a duplicate outline beside each item. (Circle can be identified as a "round cookie" also.)

Follow through on above suggestions, adding for comparison and drawing, the rectangle (shoebox).

Use two or more pieces of a given object such as a counting block. Place one on the table and have a child pick out its mate.

Cut objects out of construction paper and give children two of the same object to paste side by side.

CONTENT

MATERIALS

8. Recognition of colors
    a. Blue and red
    b. Blue, red and yellow
    c. Secondary colors
    d. Associate colors with concrete objects

9. Discriminate between primary and secondary colors, between black and white

10. Match by:
    a. Color and form
    b. Color and size
    c. Color, form and size

TEACHING SUGGESTIONS

Paste three objects on newsprint, such as red circle, blue square, yellow triangle. Have child draw duplicate object in the same color.

Stack paper by color and size.

String beads and Tee Pee Blocks, matching color and size.

Paste picture of an apple on one side of paper and on the other side a square of red construction paper. Let them name object, then turn over and say "red" - like apple. Use picture of blue jeans for color blue, tree for green, sun for yellow.

Place two objects, one red and one blue on the chalk rail. Tell the children that one object (which you are showing them) is "red like an apple". The other one is blue like some blue object in the room such as "Mary's dress". Have the children take turns to show you the blue or red object. Have a child take the red object and show you something in the room that is red. Do the same with the blue. Talk about all the objects in the room that are red or blue.

Felt pieces cut out in shape of red sphere and red square, blue sphere and blue square may be distributed among the children. At a given signal, those with a red piece of felt stand up in front of chairs and those with a blue piece stand back of their chairs, or those with the red stand up, those with blue remain seated.

Have children take turns identifying colors.

Use the same procedure as above using all the primary colors.

Have children identify the colors in their clothes; colors in the room.

Have the children choose one given color of beads or pegs to string or put in peg board.

Have the children choose a given color of crayola to make a specific object.

Teacher can make a color chart by cutting spheres out of colored paper and pasting them on a large piece of tagboard (or felt on a flannel board).

CONTENT	MATERIALS
B. Reading and Writing Readiness	
1. Matching: a. Colors b. Objects c. Pictures	Squares of assorted color construction paper (2 or more of each color)
2. Observing likenesses and differences	Balloons, colored sticks, straw, etc., of assorted colors (2 or more of each color)
3. Recognizing own name in print, names of classmates in print	Colored counting blocks, spools, beads, etc.
4. Reading pictures	Coordination Board (no. 55, Practical Drawing Co.)

CONTENT

5. Recognizing common signs:
    a. Ladies
    b. Men
    c. His
    d. Hers
    e. Women
    f. Girls
    g. Boys
    h. Toilet
    i. Restroom
    j. In
    k. Out
    l. Stop
    m. Go
    n. Walk
    o. Danger
    p. Keep out
    q. Poison
    r. Fire
    s. Exit

6. Writing:
    a. Name
    b. Numbers (telephone)

(See Supplement VI)

MATERIALS

Two or more copies of the same picture. (Use pictures of animals and objects)

Dolch Picture Readiness Game

Play Television
Bean bags
Waste basket or clown game
Lotto Games

Pictures of people doing things, such as a man building a house

Word cards and clue cards for common signs: i.e., traffic sign with words, picture of door to washroom with sign, etc.

First Grade Guide, Handwriting Section

Large crayons
"Writing Readiness: Basic Strokes"

TEACHING SUGGESTIONS

Identify objects of black or white, such as duck, milk, rabbit, shoe, purse, comb, etc.

Use words in Little Black Bug (The Kindergarten Book, p. 109) and My Two White Rabbits, (First Grade Book, p. 147) to emphasize difference between black and white. Black is devoid of light or color; so dark as to have no distinguishable color and is opposed to white.

Matching colors

Place a sheet of red and a sheet of yellow construction paper in front of child. Then select about six red and six yellow blocks. Keep these in a box on your lap.

Show the child a yellow block and say "yellow". Place it on the yellow paper. Do same thing again.

Now show him a red block. Say "red" and place on the red paper.

Continue this, presenting whatever block you happen to pick up.
Don't urge him to say the colors. What you want here is matching the block and paper by color.
Another time use green and yellow. Later you can use three colors and then on to four.

Stand the red, blue, green, and yellow construction paper on chalk rail. Give each child in turn a colored square and ask him to place it in front of the same color on the chalk rail.

Teacher gives each child a piece of newsprint on which has been pasted:

a. A red square
b. A blue ball
c. A yellow teepee (triangle)

Then give each child:

A red square, blue ball and yellow teepee. Instruct children to paste these items beside one like it.

Paint or crayon in one solid color a number of large paper plates. Place on a table two or more of these plates and a box of wooden beads in mixed colors. Show the child how to select a bead matching color of plate. Place the bead in the plate.

Play "show on" and "I see". Start by using large, clear, colored pictures of one object. Later show action pictures and say "Tell me about this". If he hesitates ask "What is he doing", "Who is doing it?", "Tell me about it."

Teacher draws three pictures such as two balls and an apple, on chalkboard.

Child points out the two like pictures.

A teacher can make readiness sheet of simple objects such as balls, cats, balloons, stick horses, stick men, umbrellas, etc. With beginners use two pictures alike and the third one completely unlike.

A readiness sheet can be made for older children to give them practice in differentiating objects.

Play Object Lotto:

An object lotto game can be made by printing, or drawing, six or more familiar objects on one large card and then duplicating each object on a small card. The game is to match the single pictures with pictures on the large card.

Match objects by shape, by size, by color.

Draw a rough outline of a house, without windows, doors, etc. Have the children tell you what is needed. Draw it in. After you and children have made the house as detailed as wanted, ask the children to close their eyes. Erase door or window. Children open their eyes and tell you what has been taken away.

Draw a wagon. Put toys or food in it. Repeat above procedure.

Print child's name in manuscript on all articles belonging to him.

Ask parents to put the child's name on things they permit him to bring to school.

Print child's full name on books, records, etc., that are brought to school for a short time.

Have the children take turns passing out material with their names on it.

When playing the bean bag game, list children's names on the chalkboard. One child is scorekeeper and makes a tally mark after the name of each child scoring a hit.

Encourage the children to take turns talking about a picture.

Make a chart of words that have the same meaning, such as:

a. Ladies, women, girls, hers

b. Men, gentlemen, boys, his

Make a copy of the signs used over the rest rooms at the school. Fasten an "exit" sign over the classroom door. Show the children the same sign in the school building.

Take a walk around the school grounds and point out to the children such signs as "stop", "in", and "out".

Match the word of "safety", etc.

Teach children to draw simple objects such as a ball or teepee. A crayon is preferable to a pencil.

Exercises designed to develop muscular coordination should be given in order to arouse interest in learning to write. Also, rhythms, games, finger plays, finger painting, and air drawings, as well as art work that involves the use of pencils and crayons, are helpful in developing writing readiness.

When using pencils or crayons, children who are developing writing readiness should draw at the board or on large sheets of unruled paper while the teacher gives directions as each picture is made. Large drawing should be encouraged. Emphasize the direction of movement; counterclockwise for circles; from left to right for horizontal lines, and from top to bottom for vertical lines.

Start writing practice when a child shows some interest in writing his name. (Most children want to be able to write at least the first letter of their name.) Don't force him to try to write. He must recognize his name in manuscript printing. Guide the child's hand and write his name with him. Most children can learn to write the first letter of their names fairly easy. It may take years of training before they can write their full name. Some children can also learn to write their full address.

CONTENT	MATERIALS
C. Number Readiness	
1. Concepts concerning quantities:	See also "Finger Play and Poems", Supplement IV.
a. Size	
(1) Big - little	Counting blocks (cubical)
(2) Large - small	
(3) Tall - short	Little Milkman
b. Distance	
(1) High - low	Simple abacus
(2) Far - near	

CONTENT

c. Time
    (1) Early - late
    (2) On time
    (3) Before - after
    (4) Today - yesterday - tomorrow
    (5) Day - night
d. Speed
    (1) Fast - slow
    (2) Still - moving
e. Position
    (1) Top - bottom
    (2) Front - back
    (3) Up - down
    (4) On - off
    (5) End
    (6) After (behind)
    (7) Before (ahead of)
f. Form or shape
    (1) Round
    (2) Square
g. Direction
    (1) In - out
    (2) Here - there
    (3) Left - right

MATERIALS

Counting sticks

Small toys, beads, etc.

Everyday items in environment: chairs, foods, children, plates, etc.
Clock dial
Toy telephones

First Steps in Number Learning
(Practical Drawing Company, No. 2093)

Money (coins)

TEACHING SUGGESTIONS

When the child shows an interest in numbers and tries to write them by himself, then teach him the correct way to write them.

When teaching little and big, use these rules. Whenever you say "little", say it "lit-tle" in a soft voice and be dramatic. When you say "big", use a big, deep voice and act giant like. Play game by squatting and saying in small voice, "I am lit-tle". Jump up straight and stretch high, saying in a big voice, "Now, I'm big".

Some older children can learn to write their telephone number.

Count objects to five at every opportunity.
a. Count straws, towels, milk bottles at milk time, etc.
b. Count doll plates, silverware.
c. Count chairs, children in group.

Count to five, using finger play:

(Ball one hand, making a fist)

The Bee Hive

Here's the bee hive --
Where are the bees?
Hidden away where no one sees.
Watch and you'll see them
Come out of the hive --
One, two, three, four, five.

Count to ten, using finger play:
(Ball both hands, making two fists)

a. Ten Little Indians (The First Grade Book, p. 43)
Line up children. Number them in consecutive order. When a child's number is sung, he stands up.

b. Finger plays: I have Ten Little Fingers and Ten Little Soldiers, in finger play booklet.

Make "stairs" of blocks and "walk up" with the fingers, counting the steps. When ascending stairs, say "Up, up, up". Descending - "Down, down, down." Play game with bag of toys. Have each child reach in and take out a toy. After identifying object, say "Put the ball or boat on the table". After he does, ask where he has put the toy. Then ask another child to take the toy off of the table.

Count objects to ten at every opportunity.

After children have learned to count by rote, and to count objects to ten, plan recognition of numbers in the 1 to 5 series. Identify and show each number, using card. Write the number on the board. Ask child to show you a given number. Encourage children to find numbers on toy telephone. Talk about which numbers are in their address or telephone number.

Set the clock dial as you do the following finger play: "One o'clock, tick-tock, tick-tock". (Place the elbow of right arm in the palm of left hand and make pendulum movement.) Go up to twelve. Then make a clock face with your arm and say "Tick-tock", slowly.

Draw circles on floor. Write number inside circle. Children take turns tossing bean bag on number teacher calls out.

Children take turns placing in numbered circles the corresponding number of bean bags.

Learn to sing "Penny Problems" (Singing On Our Way, p. 21)

Discuss amount of money needed for their milk, ice cream, etc.

Identify the different coins that make up their milk money and/or any other money brought to school.

CONTENT	MATERIALS
2. Counting a. Rote, rational and serial counting by 1's through 10 b. Use of ordinals, first through sixth c. Recognition of numbers to 10	
3. Recognition of money (coins) a. Penny b. Nickel c. Dime d. Quarter	

CONTENT **MATERIALS**

4. Fundamental processes
    a. Addition facts within 5
    b. Subtraction facts within 5

5. Measurements
    a. Learn own age and birthdate
    b. Names of days of weeks, months of year
    c. Seasons of the year

TEACHING SUGGESTIONS

Sing: "A Nickel for Candy".
A nickel for candy (hold up five fingers)
A dime for the show (hold up ten fingers)
Hippity-hop, hippity-hoe, (clap hands)
Come follow the leader and sing as we go
Hippity-hop, hippity-hop.

Set the clock hands to show when it is time to be in school, to go home, or any other activity identified with a specific time each day, i.e. getting up, going to bed,milk time, recess time, etc.

Group children in half circle. Place a chair in front of them. Then give one child a bean bag, or other object. Instruct him to place bean bag on the chair, under the chair, or beside the chair, etc. Take turns. (Start out with just two directives, "Put the bean bag on the chair", "Put the bean bag under the chair".)

Under these concepts whenever the opportunity occurs:
a. Getting in line
b. Putting things away

Children take turns showing either the large or small doll and identifying the size. Children stand the dolls or themselves back to back, measuring who is taller. To measure the tallest child in the room, have each child stand with back to chalkboard. Mark his height with chalk, and write his name after the mark. After all the children have been measured, talk about who is tallest, shortest, etc.

Stack the big books together.

Stack the little books together.

Fold paper in half and make a "book".

Fold paper and cut in half, along line or fold.

Divide blocks, beads, etc., into halves when sharing in play activities. Example: "Here is half for Mary, and, John, here is the other half."

Tell the children how old they are.

List the children by name and age on the chalkboard.

List the children in age group, by name, on the chalkboard.

When a visitor comes in, ask the children to give their respective ages.

Teach children to understand and respond to the question: "When is your birthday?"

When talking about a birthday party a child is going to have at school, let the other children tell when their birthday comes.

Have children learn "the days that we come to school".

Establish routine and tell children:

"Every Tuesday we finger paint",
"Every Friday we have ice cream", etc.
(Substitute ice cream for milk)

Teach children the days "we stay at home", identifying Saturday as "the day we go to the store with mother", and Sunday as "the day we go to Sunday School (or church)".

Have the children count the days they come to school; stay home.

Talk about when we have birthdays and special days.

Tell a chalk-talk-story such as the following:

Two Little Hills

"Once upon a time there were two hills and they looked like this: (Draw hills and indicate where seeds would be.)

Underneath the hills there were seeds. The sun came out and warmed the seeds. (Draw a sun.) One day some clouds rolled up in the sky and then raindrops fell. (Draw clouds and raindrops.) Of course the seeds began to grow. (Draw flowers with green stems. Use side of green chalk to put green grass on hills.) The grass and flowers made the hillsides very beautiful. Some birds flew over and said "What a nice place that would be to live." But there was no place for them -- there was not a tree around! So they flew away. Later on the wind became cold, the flowers drooped their heads and the grass was covered with snow. (Erase flowers and grass; color ground white.)

During the winter a little squirrel came along with a nut in his mouth. He buried it right where the two hills meet. He forgot where he put it. After awhile the sun came out again, warm rain fell, and the nut began to grow. Soon there was a fine tree growing on the hill. The flowers bloomed and the green grass came back on the hill (draw on board). The birds came back and found a big tree on the pretty hillside and there they built their nests.

Suggestion: The teacher may want to use this in a situation where visitors are present. The children's attention can be held with the story and chalkboard demonstration.

Readiness Activities

I. Language development activities
   - A. Discussing recent excursions, constructing articles, making a garden, playing games, caring for pets, listening to stories.
   - B. Show the children an interesting picture which they are to describe and interpret.
   - C. Read a story to the children. Let them retell the story.
   - D. "Show and Tell".
   - E. Introduce game with speaking parts. Two Little Black Birds.
   - F. Telephone conversation
   - G. Dramatization

I. Training the memory for sentences and ideas
   - A. Simple dramatization. Memorization of simple phrases and sentences.
   - B. Exercises which involve the repetition of sentences of increasing complexity. Example (Correcting the children when they ask for things incorrectly.)
   - C. Show the class a picture, remove it, and ask one of the children to describe the picture from memory.
   - D. Memorizing short poems. (Example A - Creeping Bug)
   - E. Following directions in recreational activities: B - Hold, hold, hold the rope. C - Snail, Snail.

II. Developing Visual Memory and Visual Discrimination
   - A. Select a series of animal pictures and present the child with a picture of three rabbits and a squirrel. Ask him to circle the picture of the animal that is different.
   - B. Point out the likenesses and differences of objects in a room.
   - C. Take one of two duplicate pictures and cut it up into various shapes. The children are to reconstruct the cut-up picture to correspond with the model picture.
   - D. Collection of objects for posters or scrapbooks such as: leaves, animals, food, flowers, and vegetables.
   - E. Teaching the children to recognize one another's name in writing by means of labels placed on hat racks, desks, etc.
   - F. Place several objects on a table and then cover them with a large box or screen and ask the children to tell what objects are covered.
   - G. Show the children a simple pattern with a geometrical design or a simple picture. Remove the picture and ask the children to draw from memory what they have seen.
   - H. Many games with shapes and colors can be used to develop visual memory: Various colored shapes, such as red circles, green triangles, blue squares, and other forms, may be posted on cardboard. The teacher then displays a duplicate of one of the forms and asks the children to find the one like it on the cardboard.
   - I. Pointing to various colored objects in the room.

IV. Auditory Discrimination

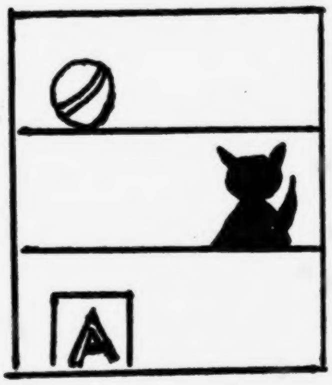
- A. Blindfold a child and ask him to tell from what direction a sound is coming, or what child in class made a certain noise, or what animal the child is attempting to imitate.
- B. Give a series of words that rhyme with one word that does not rhyme. (Example)
  - cat, rat, fat, foot
  - sit, hit, bin, bit
- C. Tap on the desk, on glass, on paper, on the blackboard, and other objects, while the children are looking the other way. Have the children identify the object that was tapped.
- D. Teach the children jingles, and nursery rhymes within their comprehension.
- E. Give the children a direction for the purpose of executing some act. Later give the children two directions and then three, four or five. Open the window, 2. Open the window and close the door, 3. Close the window, open the door and turn off the lights, and 4. Turn on the lights, close the door, close the window and erase the board.
- F. Tell the children a short story and have them repeat the story as close as possible to the original.
- G. Tap on the desk with a pencil and ask the children how many times you have tapped (alternate irregularly and increase taps).

V. Correct Enunciation and Pronunciation

- A. The teachers should be a good model for her pupils.
- B. The teacher should tabulate the articulatory errors made by the group as a whole and formulate methods of group training.
- C. Some children have difficulty in saying certain words and require individual speech training.
- D. Games that develop correct enunciation and pronunciation can be played in the classroom. Imitating words or sounds made by animals and by machines.
- E. Learning and repeating rhymes and jingles accurately.
- F. Choral speaking.

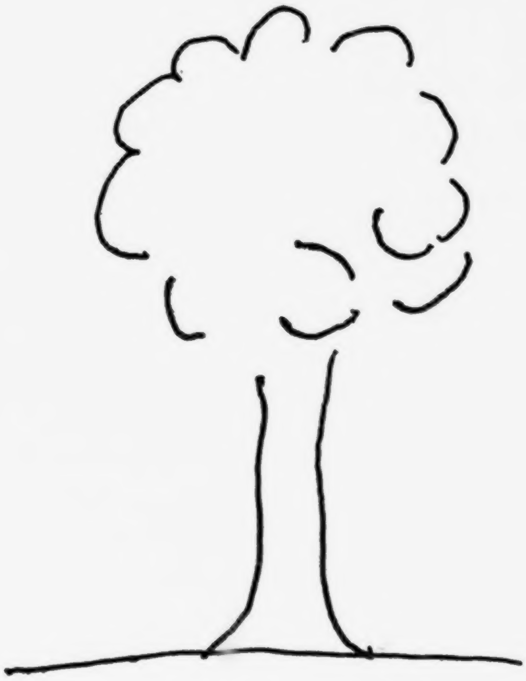
A. Development of quantitative concepts at readiness level.

1. Concepts of:
   - now and soon
   - big and small
   - far and near
   - beside and next
   - up and down
   - under and above
   - huge and tiny
   - heavy and light
   - long and short
2. The concept of quantity, size, and position can be taught by making comparison of the size of the children in the class, objects in the room, pictures and buildings.
3. Discrimination of quantity should also include an awareness of the parts constituting a group. Counting activities to aid number recognition are, choosing one book, getting one chair, using one crayon, and getting one more block. These activities should be oral at this level.


TOP
MIDDLE
BOTTOM
A
Box of wood
Variety of toys

Simple directions -

"Put ball on the top shelf"
"Put two ducks on the bottom shelf"
(increase difficulty)

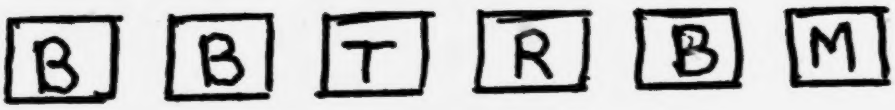


Cut paper fruit to be hung on tree.
Directions - "Hang the orange on the top of the tree".

Concepts -

- Top
- Bottom
- Under
- Below
- Near
- Over
- Small
- Round
- Large
- Square

Make 6 squares - each one lettered. 3 of the squares are red and have identical letters.



Make set - 6" square - All colors

Make poster of -

Clothes - coat, hat, gloves, etc.
Furniture
Tools
Toys
Fruit
Vegetables

Draw line to the articles to be connected.

Auditory Absurdities

"We closed our book and began to read."
"It was very cold so they went swimming."

Understanding Relationships

Chart - pictures of hammer, coat, cow, knife.
_____ separate squares of nail, hat, milk, fork
_____ match

Discrimination and Memory

Re-arrange row of articles.
Remove one article.

SUPPLEMENT NO. I

oilet Training

n teaching toilet habits, as in teaching all other habits, you should consider ne stage of development of the child rather than the chronological age. oserve your child closely to determine when he is ready for toilet training. o not try too early or become too discouraged, he may become frustrated.

. Set up a routine and chart noting the times the child urinates and has a bowel movement. See if there is a pattern.

. Use a socially acceptable word such as "pottie" or "bathroom", if speech makes this possible.

. Take him at regular intervals to the bathroom and make him as comfortable as possible.

/. A seat can be placed over regular toilet seat and use a footstool if the child's feet do not touch the floor. Use a deflector for a boy. A pottie chair may also be used and as this usually gives more security, it is preferred.

/. If, as in the case of some mongoloids, the child is too fat to seat himself comfortably with the use of a deflector, try completely removing his pants and sit him backward on the regular commode. He can hold the seat in front of him with his hands.

I. Do not leave a child over 5 or 10 minutes and give him a toy or a book.

I. If he objects very strongly, do not force, try again in short time.

I. Let the child be in the bathroom when a member of his family, of the same sex, uses the bathroom.

X. Dress him in clothes easy to manage. Do not use diapers; use training pants.

X. Praise any success. Do not scold.

XI. Encourage child to pull down his own pants; if he wears plastic pants and these are wet, he will need extra help. Teach him to remove wet pants completely and put on dry ones. Have him sit on the floor to remove or put on over feet, then stand and continue. Give help when needed.

A Perceptual Survey Rating Scale

These performances are designed to reveal the perceptual-motor performance of the child at each developmental stage. The examiner observes the performance of the child and attends to certain evidences in his behavior which indicate his perceptual-motor status.

1. Walking Board
    a. Forward:
    b. Backward:
    c. Sidewise:
2. Jumping
    a. Both Feet:
    b. Right Foot:
    c. Left Foot:
    d. Skip:
    e. Hop 1/1:
    f. Hop 2/2:

g. Hop 2/1:

h. Hop 1/2:

3. Identification of Body Parts

a. Touch your shoulders.

b. Touch your hips.

c. Touch your head.

d. Touch your ankles.

e. Touch your ears.

f. Touch your feet.

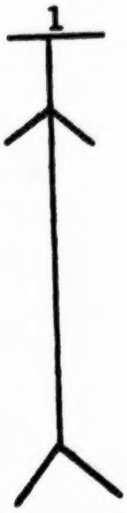
g. Touch your eyes.

h. Touch your elbows.

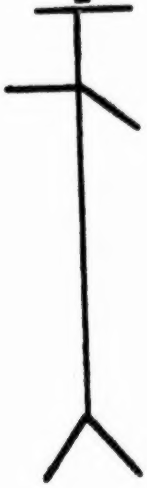
i. Touch your mouth.

4. Imitation of Movements

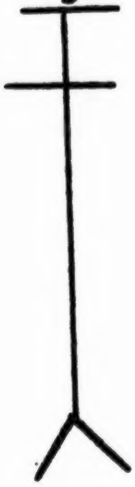
1



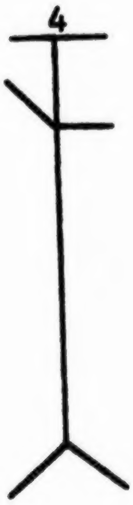
2



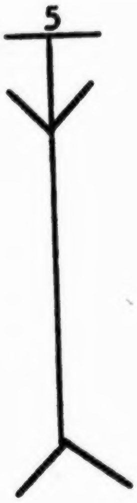
3



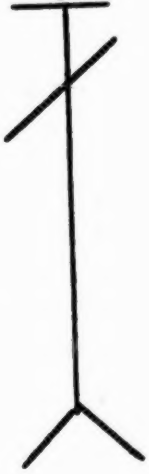
4



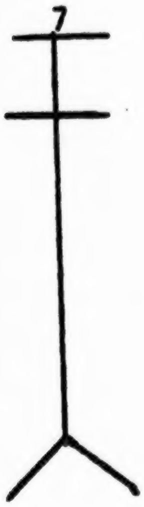
5



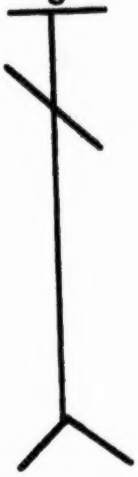
6



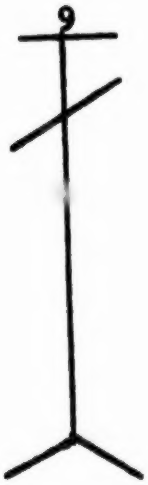
7



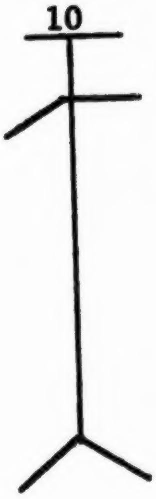
8



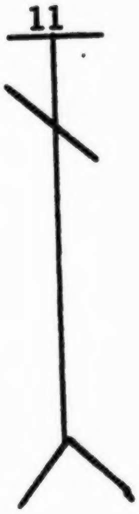
9



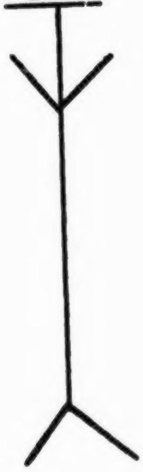
10



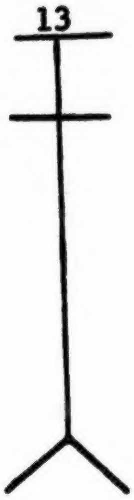
11



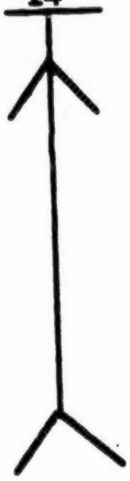
12



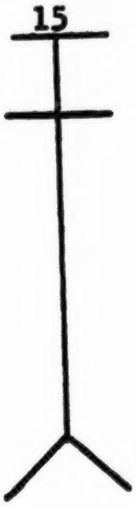
13



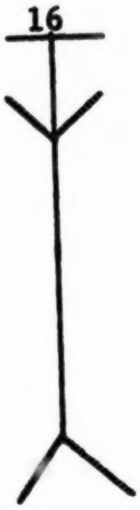
14



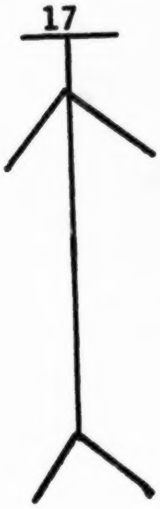
15



16



17



5. Obstacle Course

a. Ask child to step over an obstacle, about as high as his knee, without touching it.

b. Ask child to duck under an obstacle about two inches lower than his shoulders without touching it.

c. Ask child to squeeze through a narrow opening without touching it.

6. Angels-In-The-Snow

a. Move just this arm (pointing to the right arm). Now back.

b. Move just this arm (pointing to left arm). Now back.

c. Move just this leg (pointing to right leg). Now back.

d. Move just this leg (pointing to left leg). Now back.

e. Move both arms. Now back.

f. Move both legs. Now back.

g. Move this arm and this leg (pointing to left arm and left leg.)

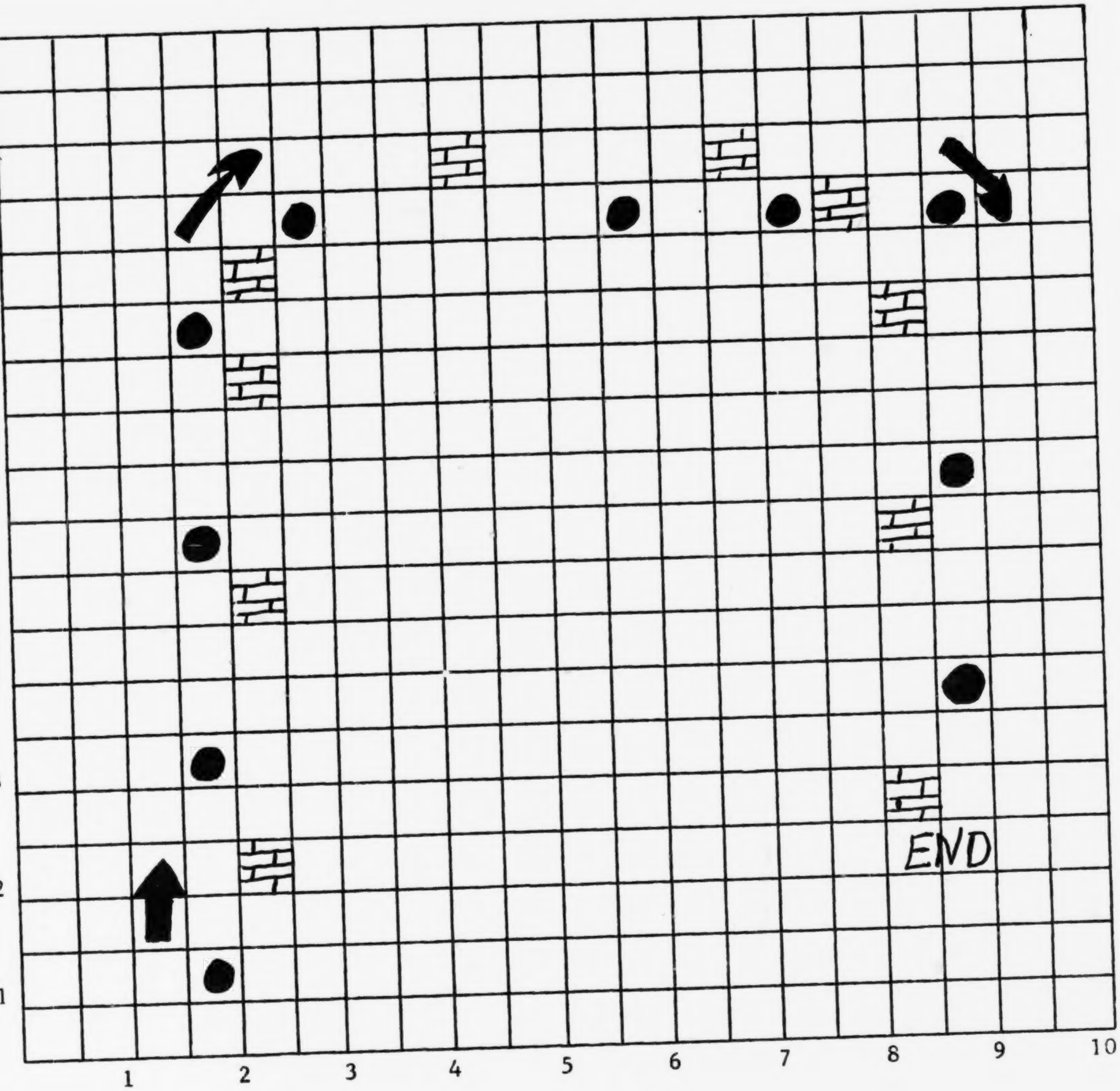
h. Move this arm and this leg (pointing to right arm and right leg).

i. Move this arm and this leg (pointing to right arm and left leg).

j. Move this arm and this leg (pointing to left arm and right leg).

7. Stepping Stones (note illustration)

Stepping stones are six-inch squares of cardboard. Ten of these are black and ten are red. The squares are placed around the room according to the pattern. The black squares represent the left foot and the red squares the right foot. A black ribbon is tied around the shoe of the child's left foot and a red ribbon around the shoe of the right foot. The child walks around all the squares, putting his black foot on the black ones and his red foot on the red ones.


END
1
2
3
4
5
6
7
8
9
10

● - LEFT FOOT

▤ - RIGHT FOOT

8. **Chalkboard**

a. **Circle**:

1. Preferred Hand:

2. Size of Drawing:

3. Position of Drawing with Reference to Midline of Body:

4. Accuracy of Production:

5. Direction:

b. **Double Circles**

1. Relative Size of Drawings:

2. Position of Drawings with Reference to Each Other:

3. Direction of Movement of Two Hands:

4. Relative accuracy of Two Drawings:

5. Attention

c. Lines: Lateral

1. Use of Body:

2. Use of Hand:

d. Lines: Vertical

1. Ask child to draw two parallel vertical lines simultaneously.

9. Ocular Pursuits

a. Lateral:

b. Vertical:

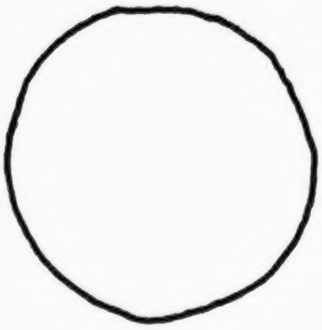
c. Diagonal:

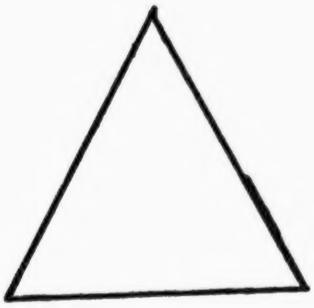
d. Rotary:

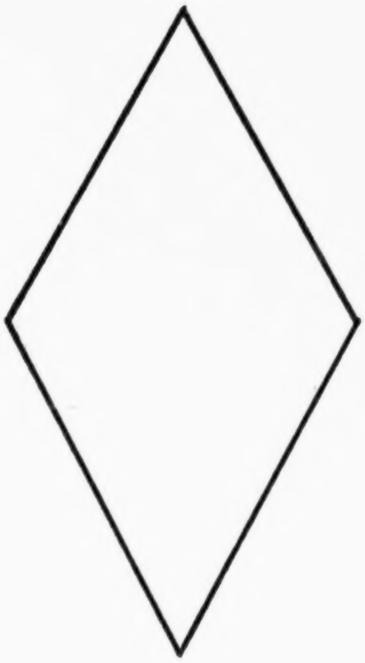
e. Monocular-right eye:

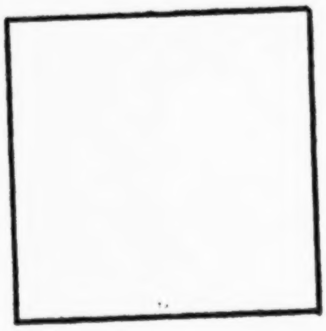
f. Monocular-left eye:

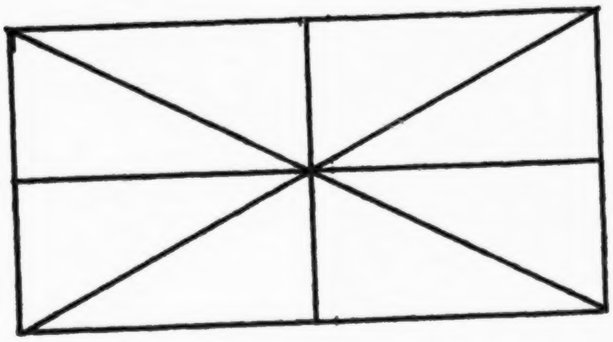
10. **Visual Achievement Forms** (note illustration)
Have the child copy the seven drawings. Present one at a time.

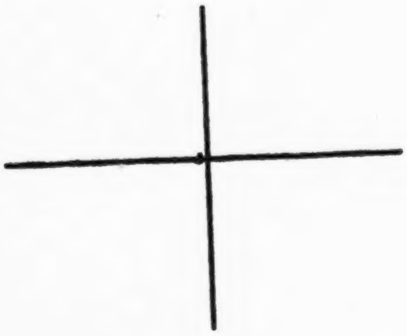


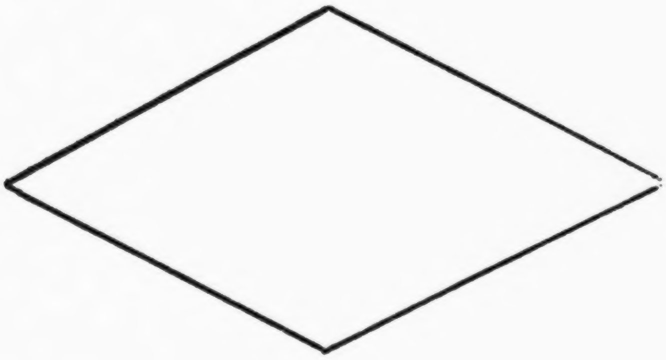












11. Kraus-Weber Tests

a. Test 1. Child lies flat on back, hands behind head, legs outstretched. Examiner holds his feet to the floor. He then pulls up into a sitting position without using hands.

b. Test 2. Child lies on back, hands behind head and knees bent. Examiner holds his feet to the floor. He pulls himself up into sitting position without using hand.

c. Test 3. Child lies on back, hands behind head, legs out straight. He raises feet ten inches from the floor while keeping legs straight and holds this position for ten seconds.

d. Test 4. Child lies face down, hands clasped behind neck, a small pillow under his hips. Examiner holds his feet to the floor. He is asked to raise his head, shoulders, and chest off the floor and hold the position for ten seconds.

e. Test 5. Child lies face down, his head resting on his hands and a pillow under his hips. He raises his legs off the floor without bending the knees and with the feet ten inches off the floor. He holds this position for at least ten seconds.

f. Test 6. Child (without shoes) bends from the hips, keeping his knees straight and feet together and touches the floor with his finger tips. He should hold the position for three seconds.

MUSIC PROGRAM FOR RETARDED CHILDREN

The purpose of this curriculum guide is to help the school and the teacher incorporate music into the daily routine of the Day Care Program.

"It is an accepted fact that all backward children are 'musical' and music plays a large part in their education. By 'music', I mean the use of singing and games set to music."[1]

Music is a medium through which trainable children can learn many things. Singing, rhythm bands, musical games and other activities help release energy and also serve as a form of expression and a socializing influence.

Areas of education in which music training can be of value:

1. Speech development - "By singing songs together, by listening to phonograph records and then trying to imitate what they hear, and even by composing little songs of their own, these children are helped in the strengthening and flexing of their vocal apparatus and in the widening of their speech abilities."[2]
2. Social readiness - Games, rhythmic activities, finger plays and dramatizations provide the means of involving all pupils in a group situation. The child must be taught to participate, to take turns and to cooperate. It is not wise to force a child into becoming a part of a group until he is ready for group participation.
3. Emotional release - When the children seem uninterested or bored with the regular classroom activity, some form of musical activity should be started. Group clapping, marching to music, games or the rhythm band offer variety and fun for the children.
4. Release of physical tension - Quiet listening music or coloring to music have a calming affect on some of the children.
5. Mental development - Singing is of a great benefit. Language gains carry into regular language periods, in the songs themselves. Rote counting can be practiced in number jingles from records as well as from the regular opening song period. Self-direction and control of movement is learned through the listening-movement complex. Music in any activity seems to help clarify or expand a concept.

MUSIC CURRICULUM FOR LEVEL ONE

The following musical activities should be included in the school curriculum for level one at some regular time during the day.

1. Goodmorning song
   a. Singing names

2. Song period
   a. to include
      1. an action song or two
      2. nursery rhymes
      3. a new song
         a) action song
         b) seasonal or holiday song
         c) nursery rhyme
         d) finger play
         e) number concept song
      4. number concept song

3. Finger Plays

4. Quiet music for resting
   a. music played on record player
   b. color to music

5. Activity period with music
   a. marching
   b. clapping
   c. running
   d. skipping
   e. tip-toe
   f. hopping
   g. dancing
   h. song games

6. Rhythm band

MATERIALS USED:

Song Books:

1. Songs for the Nursery School - by Laura Pendleton MacCarteney
   Willis Music Company
   Cincinnati, Ohio

2. Kindergarten Book (Enlg. edition) - by "Our Singing World"
   Ginn and Company

3. First Grade Book "Our Singing World"

SONGS AND TECHNIQUES:

Begin the day with a good-morning song. This song should be sung everyday as a part of the daily routine.

I. GOOD-MORNING SONGS - sing to each child in turn and shake hands every morning
   - a. Simple (for youngest class)
     1. "Greeting" - Songs for the Nursery School, no. 11
        "How Do You Do This Morning?"
   - b. Alternate
     1. Good Morning to You - First Grade Book - "Our Singing World" page 6
     2. "Good morning, good morning, good morning to you
        " " " " , oh, how do you do?"
     3. "Hello, I'm Glad to See You."

II. Singing Names - Singing names so that each child learns all the children's names. Clapping is introduced in this activity. This should be included every morning, also. Eventually cards with the child's name printed on it can be held up so that the children learn to recognize their own name and the names of the other children.

Clapping and singing are the first ways in which a child expresses his musical instincts. While many children of 2, 3, and 4 are unable, or too shy, to sing, any child can clap without effort. At first a child usually claps irregularly, but soon he learns to clap each syllable of his name. Clapping syllables to words helps a child learn to speak as it shows him the rhythm of words and stress syllables.

This is an excellent way to start a class. The children have a feeling of satisfaction in clapping and hearing their own names, and very quickly they develop a sense of rhythm.

The teacher sings while the children clap. Soon they begin to sing also. A very simple tune is the major scale, and it can be sung or played with the time values of any child's name.

The children are seated in small chairs on the floor. The teacher says, for example, "Let's clap for Johnny Jones". She plays and sings while Johnny Jones stands, says or sings his name, clapping in time with the syllables; the other children may also clap or sing.

1. Sing: do re mi fa sol la ti do

   (Johnny Jones) on each tone of the major scale.

2. Do You Know Your Name? - First Grade Book, "Our Singing World" page 6

   Do you know what your name is, what your name is?
   Yes, I know what my name is, it ________________.

III. Song Period - The singing should be slow but the rhythm marked. It must never be very fast. Keep in mind that the children are trying to get a feeling of the rhythm of the song, the melody, the pronounciation of the words and the general meaning of the song. Remember: Retarded children will imitate the teacher. If you want the children to sing softly, then you must sing soft. Personally, I think singing is fun and the children should be allowed to sing out and enjoy it (I don't mean yelling or screaming). The atmosphere of the singing period is set by the teacher so make it lively and fun as you will get much better results. Encourage the children to participate by telling them that they are singing well. Retarded children will not sing a perfect tune. There will be a few exceptions.

Always repeat songs that the children have already learned in the song period. This gives the children a feeling of achievement. Start the period with a familiar song and end with a well known song. Introduce new songs after the song period is off to a good start and the children are enjoying the singing.

"The retarded child works best at familiar tasks and dreads unknown situations. Assignments which are boring to the normal child because they are repetitious and without variation are enjoyable to him. He prefers doing over and over again the work he understands, rather than undertaking a new assignment. The teacher must therefore be patient and skillful in introducing new material." 3

TECHNIQUES FOR TEACHING NEW SONGS:

Songs are taught by rote to these children in five steps.
Example: I'm a Little Teapot" - First Grade Song Book, page 7, "Our Singing World"

Step I. A short introduction to make the song meaningful. Example: Draw a teapot on the board or show a picture. Tell the children how milk is poured from the bottle, coffee from a coffee pot and tea from a teapot. Show the children the teapot's handle and the teapot's spout in the picture. With one hand on your hip, make the handle and bring the other hand out from your side for the spout. Ask the children to make the handle and the spout with their arms. You may have to show the children individually.

Step II. The children listen to the teacher recite the words. Each word should be clear to the point of exaggeration.

"I'm a little teapot, short and stout.
Here is my handle, here is my spout
When I get all steamed up, then I shout,
Just tip me over, pour me out."

Teacher: "Listen to the words as I say them slowly for you." Repeat three or four times, pausing at the end of the verse and saying, "Listen, again".

Step III. Teacher and pupil recite words together. Teacher: "This time let us all say the words together. All eyes right on me, and watch my mouth."

Teacher and pupils recite words three or four times. Make a note of difficult words and drill them at a later time. Do not drill at this stage as it will lessen the enjoyment of the song.

Step IV. (1) Listen to the tune. Play on the piano if available, if not, sing the tune.
(2) All sing the tune on "la" or "hum" tune.

Step V. Sing song and add hand movements if the song has actions. Actions to song:

"I'm a little teapot, short and stout. (Hands at sides-standing)
Here is my handle (left hand on hip)
Here is my spout (sweep right hand out at side to form spout)
When I get all steamed up, then I shout (hold position)
Tip me over, (bend spout hand over for pouring) pour me out."

After a new song has been taught, repeat it everyday until the children know it, then learn a new one so that eventually the children know a number of songs and may choose the ones they would like to sing that day.

OTHER ACTION SONGS:

Retarded children of all ages love songs with actions. This type song helps put the meaning across and also tends to hold the child's interest and attention.

1. Tick-tock Song

From: Songs for the Pre-School Age -
By - Shumate

This is what the clock says,
Tick-tock, tick-tock
This is what the clock says,
Tick-tock, tick-tock
This is what the clock says,
Tick-tock, tick-tock
Come to ____________school at
____________o'clock.

Movements to song:

1. Arms down at side, move back and forth with music
2. Elbow of right hand resting in left hand - move arm back and forth like a pendulum in time with the music
3. Move tongue to make sound of clock instead of singing tick-tock. This is a good exercise to make the tongue more flexible.

2. "Picking up Paw-Paws" - Do what the song says.

1. Where, oh, where is little Nellie? (Looking for someone)
" " " " " "
" " " " " "
Way down yonder in the Paw-Paw patch.

2. Come on boys, let's go find her. (Motion to come on)
" " " " " " "
" " " " " " "
Way down yonder in the Paw-paw patch.

3. Picking up paw-paws (Stoop down to pick up paw-paws off the floor)
Putting them in a basket (Put in imaginary basket)
Picking up paw-paws, putting them in a basket.
" " " " " " " " "
Way down yonder in the paw-paw patch.

3. Clapping Song: Do what the song tells you to do.

Let us clap, clap, clap to the music's beat
Clap on your knees, clap on your feet.
Clap, clap, clap now stand and try to clap, clap, clap
up to the sky.

4. Open, shut them: *Songs for the Nursery School*, page 8, No. 24

Open, shut them, open, shut them;
Give a little clap.
Open, shut them, open, shut them
Lay them in your lap.

(An excellent song to get children to put hands in lap. It may be said or sung.)

5. Choo-choo-choo- Move arms back and forth like train.

My Picture Books of Songs, M. A. Donohue and Company, Chicago, Illinois

Choo-choo-choo.
What's coming down the track.
Choo-choo-choo. It's something big and black.
See it steaming as it chugs along. Hear it ringing
as it says ding-dong.
Choo-choo-choo! There it goes again. Choo-choo-choo-choo-
choo-choo-choo.
It's a big black train. Whoo-oo, Whoo-oo. It's a big black
train.

6. "If You're Happy and You Know It" Tune: She'll be Comin' Round the Mountain.

If you're happy and you know it, clap your hands. (Clap, clap)
" " " " " " " " " " (Clap, clap)
" " " " " " ", then you really ought to show it.
" " " " " " ", clap your hands. (clap, clap)

2. Stamp your feet
3. Turn around

or

2. tap your toe, (tap, tap)
3. nod your head (nod, nod)
4. do all three (together)

7. Eency, Weency Spider - (may be sung or spoken) Tune is in: *First Song Book*, "Our Singing World", p. 159

Eency, weency spider went up the water spout (fingers pretend to be spider climbing)
Down came the rain and washed the spider out (make a sweeping motion downward with both hands to show rain falling)
Out came the sun (make a circle over your head with your arms for the sun)
And dried up all the rain.
And the eency, weency spider (make spider climb again) went up the spout again.

8. Where is Thumbkin? Tune - "Freres Jacques"
(Do as a finger play or sing with motions)

(Make your hands into fists. Hide them behind your back.)
Where is Thumbkin? Where is Thumbkin?
Here I am! (Bring out one fist and show one thumb)
Here I am! (Bring out other fist and show other thumb)
How are you this morning? (Wiggle the first thumb)
Very well, I thank you. (Wiggle the other thumb)
Run away! (Hide first fist behind back)
Run away! (Hide other fist behind back)

(Use the same motions to show each of your other fingers.)

2. Where is pointer? (Show pointing finger)
3. Where is Middleman? (Show middle finger)
4. Where is Ringman? (Show ring finger)
5. Where is Pinky or Baby? (Show little finger)

9. "Jack in the Box" Kindergarten Song Book "Our Singing World"

Down in the box (child gets down on floor)
Still as still can be
Lift up the lid (another child pretends to take top off)
What do you see? Pop! Up! (first child jumps up)

10. Knock at the Door Songs for the Nursery School, page 2.

Knock at the door, peep in: Turn the knob and walk in. (Do what song says.)

NURSERY RHYMES:

Song Books:

The Golden Song Book
Golden Press
New York $1.95

Contains all the nursery rhymes plus some singing games.

Songs for the Nursery School
includes following nursery rhymes:

1. Baa, Baa Black Sheep, p. 74
2. Humpty Dumpty, p. 75
3. Jack, jump over the Candlestick, p. 102
4. Little Bo Peep, p. 88
5. Little Jack Horner, p. 77
6. Mary Had a Little Lamb, p. 85
7. Peas Porridge Hot, p. 79
8. Polly Put the Kettle On, p. 86
9. Pussy-Cat, Pussy-Cat, Where Have You Been? p. 82
10. Ring Around the Rosy. p. 78
11. See-saw, Margery Daw, p. 84
12. Sing a Song of Sixpence, p. 87
13. Wee Willie Winkie Runs Thro' the Town, p. 80

First Grade Book, "Our Singing World"
includes these nursery rhymes:

1. Baa, Baa Black Sheep, p. 155
2. Cock-a-doodle-doo, p. 150
3. Deedle, Deedle Dumpling, p. 79
4. Hickory, Dickory, Dock, p. 164
5. Jack, Be Nimble, p. 81
6. Jack and Jill, p. 82
7. Little Tommy Tucker, p. 79
8. Pussy Cat, Pussy Cat, p. 144
9. Sing a Song of Sixpence, p. 82
10. Three Little Kittens, p. 80

Kiddies Nursery Rhymes
Remick Music Corporation
New York, N. Y. $1.00

Contains 17 of the most popular nursery rhymes.

Nursery rhymes are excellent for the children to act out. They especially like to dramatize "Jack and Jill", taking turns being Jack and Jill. Nursery rhymes may be sung or listened to on records. There are many excellent recordings of these rhymes. Play them for the children and they will eventually learn the tune and words and sing along with the record.

RECORDS OF NURSERY RHYMES:

1. Walt Disney's "Six Mother Goose Songs", 45 record, for 49¢ includes: Mary Had a Little Lamb, Hey, Diddle Diddle, Sing a Song of Sixpence, London Bridge, Old King Cole, Rock-a-bye Baby.

2. Nursery and Mother Goose Songs
   Sweet voices and charming arrangements of 16 songs children love, including: (Little Jack Horner, Sing a Song of Sixpence, Three Little Kittens, Jack and Jill, Baa, Baa, Black Sheep, Hickory, Dickory, Dock, Hey, Diddle, Diddle, Rock-a-bye Baby, Humpty Dumpty, I Love Little Pussy, Little Bo Peep, Little Boy Blue, Ride a Cock Horse, Little Miss Muffet, Old King Cole, See-saw Margery Daw. NMGI - 3-10" 78 rpm.

   Stanley Bowmar Co., Inc.
   12 Cleveland Street
   Valhalla, New York 10595
   $4.95

3. Childcraft Records 1-12" 33 1/3 rpm at $1.98
   (14 records in series, each 1.98)
   #7 - Mother Goose and Nursery Songs - sixty appealing nursery songs suitable for a variety of activities.

4. Musical Mother Goose
   33 1/3 rpm $1.98

   Order from:
   Lyons Band Instrument Co.
   223 W. Lake Street
   Chicago, Illinois 60606

   Familiar nursery rhymes with appropriate rhythms and sound effects.

Level One - Continued

MATERIALS - Choosing Song Books: There are good songs in every **song** book. I have chosen songs from three song books for Level I. If I were starting a class, I would order these three books. Eventually other song books will be donated or purchased for the class. There is ample material in these books to cover any subject which might interest the children.

SONGS FOR THE NURSERY SCHOOL - by Laura Pendleton MacCarteney The Willis Music Company Cincinnati, Ohio		- $3.00
THE KINDERGARTEN BOOK (Enlg. Edition) "Our Singing World" Series Ginn and Company	approx.	$6.50
THE FIRST GRADE BOOK "Our Singing World" Series Ginn and Company	approx.	$6.50

(This music series is on the state list of textbooks)

CHOOSING CHILDREN'S SONGS - When choosing children's songs the following are key points:

1. That elements of familarity abound in both music and text. Why try to teach a retarded class a song about some subject which is unknown to him. There would be no stimulation to learn the song and nothing would be accomplished. Teach songs which can carry over into their daily lives and experiences.

2. That range is not too wide. The correct tune will never be sung by all the children but do choose songs which have a comfortable range of notes, especially songs that do not go too high.

3. That both verbal and musical ideas are presented briefly in terms the children can understand.

4. That rhythmic flow has lift and lilt. The beat must be felt strongly.

5. That close correlation occurs between words, melody and rhythm. Example: "Ding" sounds higher than "Dong". A song which reverses this order by moving up instead of down on "dong" is contrary to what is expected.

6. That the melody can be grasped easily. Tunes of this kind are music to young ears.

A simple way to test a song for appropriateness is to play and sing it yourself. If you have trouble remembering the tune then the children will probably never like it. Don't waste time teaching songs that are not catchy or melodious. The children will react the first time you teach the song and if they react negatively towards it, choose a new song.

GUIDING CHILDREN TO SING - Neither a special music teacher nor a regular classroom teacher has to be endowed with a beautiful voice.

In guiding children to sing with increasing enjoyment, the following points are worthy of consideration:

1. Sing for the children with directness, simplicity, and enjoyment. The children will get into the spirit of the song through the singing of a teacher who is enjoying the singing.

2. Confidence in oneself - No teacher who feels unsure of her own singing can put children at ease. Afterall these children have had little if any musical experience and will not be judging the teacher's singing. Sing with confidence and enjoyment and the children will love it.

3. A memorized variety of songs is an asset. The teacher can sing an appropriate song when an awkward situation arises. This always relieves tension.

4. Try to capture the mood of each song. Each and every song has mood and quality which the teacher can bring to life for the children.

5. Use of pitch pipe and piano. The teacher should use the pitch pipe if no piano is available and if the teacher has difficulty in pitching the songs. It is not necessary to have a piano or be able to play one. Actually, the children may learn to rely on the piano too much and weaken their independent singing.

SEASONAL SONGS: Teach the children at least two or three to go with special days and holidays. The songs are valuable in teaching the seasons, the events that are taking place and why we celebrate. I have taken songs from the three song books I mentioned.

A. September: This is the month that school starts, so learn songs about getting up or coming to school.

1. "This Is The Way We Wash Our Hands" p. 100- Songs for the Nursery School

   Suggestions: Talk about getting ready for school. Ask individual children what they do before they are ready to come to school. Sing and play this singing game pretending to do all the things in preparation for school.

2. "Getting-Up Song" - p. 114 - The Kindergarten Book

   Suggestions: To introduce this song, tell the children that when we get up we always say "Good Day" or "Good Morning". So do our animal friends. The duck says "Good day" by saying quack. Teach the first verse. If they learn fast then talk about the pig and the sheep. Don't ever stay too long on one song, only as long as there is interest.

3. "Morning Song" p. 100 - Songs for the Nursery School

4. "Watch the Lights" p. 136 - The Kindergarten Book

5. "Stop, Look and Listen" p. 136 - The Kindergarten Book

   Suggestions for two songs above: These are good to bring in safety rules. Talk about coming to school and how we must cross the street and watch the lights.

   Arts and Crafts: Make a traffic light, coloring the red, yellow, and green lights.

6. "I'm a Traffic Cop" - p. 64 - The Kindergarten Book

7. "The Policeman" p. 64 - The Kindergarten Book

   Suggestions: Who helps the children cross the street. Talk about policeman and show a picture of one. Practice crossing the driveway or a street, letting one child hold up hand and be the policeman.

Circus songs: Sometimes the circus comes to town in September or the Shrine Circus is presented. This is a good unit at anytime of the school year.

1. "The Circus" - p. 111 - First Grade Book "Our Singing World"

2. "Circus Song" - p. 42 - Songs for the Nursery School

3. "The Lion" - p. 113 - First Grade Book

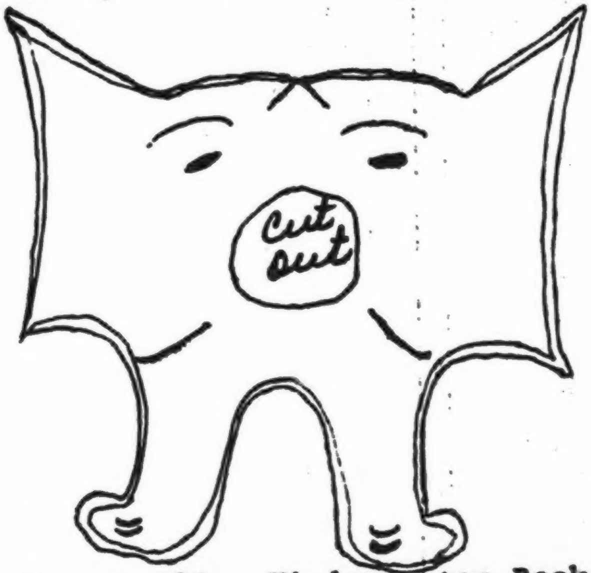
4. "Lion" - p. 120 - The Kindergarten Book

5. "The Elephant" - p. 168 - Play Activities for the Retarded Child

6. "The Elephant" - p. 113 - First Grade Book

7. "Elephants" - p. 42 - Songs for the Nursery School

Activity: Make a finger play elephant - Pattern below.



Draw elephant bigger.
Put finger through hole for elephant's trunk.
Color elephant.

8. "Monkey" - p. 120 - Kindergarten Book

9. "Monkey Pole" - p. 41 - Songs for the Nursery School

10. "I Like Monkeys" - p. 114 - First Grade Book

11. "Bears" - p. 40 and p. 41 - Songs for the Nursery School.

These songs are about the circus or circus animals. Teach only 3 or 4 of these songs.

Recordings: Nothing is as happy and gay as circus music. The children can march to a circus march. This type of music invites high stepping and marching with a baton. Let them pretend to be the different animals marching in the parade. One child leads with a baton, one is an elephant with trunk swinging to and fro, one is a lion roaring, one is a monkey, and the rest can be clowns.

1. Make masks for the children to wear in the parade.
2. Introduce rhythm sticks. (See section on rhythm band) Teach children to use the stick as a baton. Give a child a rhythm stick to hold high. See if he can pass it in back of him, from one hand to the other, and bring it to the front again.

October: Songs about autumn and falling leaves and songs for Halloween.

Autumn

1. "Falling Leaves" - p. 63
2. "The Month of October" - p. 64
3. "Autumn Leaves" - p. 64
   Songs for the Nursery School
4. "The Leaves" - p. 99 — Kindergarten Book
5. "Down, Down" - p. 100 — Kindergarten Book
6. "Little Red Leaves" - p. 128 — First Grade Book

Activities: Go for a walk and collect fallen leaves. Color pictures of 3 red leaves or 2 yellow leaves. This is a good way to work on colors and numbers.

Halloween:

1. "Pumpkin Mellow" - p. 64
2. "Hallowe'en" - p. 65
   Songs for the Nursery School
3. "Halloween Is Coming" - p. 73
4. "See My Big Eyes" - p. 73
5. "Boo!" - p. 73
6. "I'm a Jack-O-Lantern" - p. 75
7. "Halloween Has Come" - p. 75
   The Kindergarten Book
8. Other songs: From: "MY Picture Book of Songs"
   M. A. Donohue & Company
   Chicago, Illinois
   1. "Boo"
   2. "Three Little Pumpkins" - Used this song as a dramatization. Children loved it.

Activities:

1. Draw pumpkins, cats, witches, ghosts, bats and decorate room.

2. Make a pumpkin jack-o-lantern
3. Dress up in costumes on last day of school before Halloween or on Halloween Day.
4. Make arrangements with neighborhood for children to go out trick or treating during school hours.
5. Have a party.

November: Spend next three weeks before the Thanksgiving holidays on Thanksgiving songs and stories.

Songs:

1. "Gobble, Gobble, Turkey" - p. 65 - Songs for the Nursery School
2. "A Big Fat Turkey" - p. 76
3. "Gobble, Gobble" - p. 77 - Kindergarten Book

Activities: Make a finger play turkey and let the turkeys (fingers) dance to "Turkey in the Straw" or any fast music. Let children walk like turkeys.

4. "Thanksgiving Is Coming" - p. 76 - Kindergarten Book
5. "Company is Coming" - p. 76 - Kindergarten Book
6. "Mister Turkey" - p. 90 - First Grade Book
7. Song of Thanks
   1. "Prayer" - p. 77 - Kindergarten Book
   2. "Heavenly Father" - p. 90 - First Grade Book

Activities: Give a Thanksgiving Program if such is possible with your class. Invite another group or the parents.

Program:

1. Children standing in the front sing "Thanksgiving is Coming".

2. Indian dance - children wear feathers and improvize an Indian circle dance to Indian music. Some beat tom-toms.
3. Children Sing "Gobble, Gobble" - p. 77 - Kindergarten Book.
4. Children use turkey finger puppet and let fingers dance to "Turkey in the Straw".
5. Teacher read or recite:
"When pilgrims came to Plymouth town so long ago to find a land where freedom's light for them would glow; they suffered through the winter's freezing cold and snow.
(Several children come out during this part acting cold and pretending to be Pilgrims.)

2. "When spring arrived and flowers bloomed, new hope was born.
(Two girls bring out some flowers)
They gathered 'round to till the ground and plant the corn.
(Two boys walk out with hoes and pretend to till the soil)
And harvest days brought songs of praise to greet each morn.

"With grateful hearts they then declared a holiday for feasting and rejoicing, to give thanks and pray; and so, to us they gave the First Thanksgiving Day."
(All the children - the pilgrims, the flower girls, the boys with the hoes and an Indian fold hands, bow heads and sing. "Prayer" - p. 77 - Kindergarten Book)

Such a program may not be possible in certain classes but if your class can do it, it would be a wonderful experience for the children.

December: Children love the songs and gaiety of Christmas. There are numerous possibilities in making this unit something special.

Songs:

1. "Bells of Christmas" - p. 78 - Kindergarten Book
   a) Introduce rhythm band bells, wrist bells, sleigh bells, and triangles. Give each child some bell-like instrument to play.
   b) Sing the song - play the bells on the Bell Dance section.

2. "Christmas Song" - p. 78 - Kindergarten Book
   a) Play bells on Ding, Ding, Ding only.

3. "Jingle Bells" - p. 82 - Kindergarten Book
   a) Use bells on chorus

4. "Now Sing We Merrily" - p. 72 - Songs for the Nursery School

5. "Away in a Manger" - p. 80 - Kindergarten Book

6. "Silent Night" - p. 81 - Kindergarten Book

7. "Greeting Song" - p. 82 - Kindergarten Book

8. "Santa's Helpers" - p. 83 - Kindergarten Book
    a. Use rhythm sticks on Tap, Tap, Tap
    b. Use bells or triangles on ring, ring, ring

9. "The First Noel" - p. 95 - First Grade Book
   (Chorus only)

10. "We Three Kings" - p. 94 - First Grade Book
    (Chorus only)

These are just songs in the three song books, but any Christmas songs will be ideal. Songs about Santa Claus and the reindeer are especially fun.

Words to one of the childhood favorites are "Santa Claus Is Coming to Town".

You better watch out, you better not cry, you better not pout
I'm telling you why - Santa Claus is coming to town.

He's making a list and he's checking it twice, he's gonna find
out who's naughty and nice, Santa Claus is coming to town.

He knows when you are sleeping, he knows when you're awake,
He knows when you've been bad or good, so be good for goodness sake.

SO you better watch out, you better not cry, you better not pout
I'm telling you why, Santa Claus is coming to town.

A Christmas Program:

1. "Now Sing We Merrily" - all children stand in front and sing
2. "Bells of Christmas" - sing and play bells on bell dance
3. "Away in a Manger" - Audience and children sing
4. Act out "Rudolph the Red Nosed Reindeer". - Play record - one child dressed with red nose and antlers is Rudolph - one child wears Santa Claus mask, the rest are the other reindeer. Have the children do what the song says.
5. "Jingle Bells" - everybody sings while children play bells the second time.
6. "Silent Night" - all sing
7. "Greeting Song" - Just children sing - p. 82 - Kindergarten Book.

January: Songs about the cold weather and snow are good for this month.

Songs:
1. "It's Snowing" - p. 55 - Songs for the Nursery School
   Other verses say: It's blowing and It's raining (Sing the appropriate one for the day)
2. "Windy Weather" - p. 58 - Songs for the Nursery School
3. "I'm Glad It's Snowing" - p. 101 - Kindergarten Book
   (to be sung any day it snows)
4. "The Snowman" - p. 101 - Kindergarten Book
5. "Without a Sound at All" - p. 102 - Kindergarten Book
6. "The Wind" - p. 121 - First Grade Book
7. "Snowflakes are Dancing - p. 135 - First Grade Book
8. "Making a Snowman" - p. 135 - First Grade Book

Activities:
1. Cut snowflakes out of paper and paste on windows
2. Color snowmen

Start a unit on transportation as January is a long month and it may not snow, so you wouldn't be using the snow songs. This unit could be used at any time of year.

Transportation: The train is the favorite of all children. Children can imitate the rhythmic sounds of engines with very short and rapid sliding steps, their feet on the floor and never lifted, but shuffled back and forth.

Later a train of cars can be made by holding arms front at right angles, one child behind the other. The cars are "coupled" together when every child, except the engine, moves his hands forward and clasps the child in front of him by the wrists, the chain of arms act as wheel drivers moving forward, down, and back, slowly at first, then faster and faster as the train picks up speed.

Songs:
1. "I Am a Big Train" - p. 131 - Kindergarten Book
   This is a good song for the activity above. Move the arms slowly on choo, choo, choo, choo - faster on choo-ka, choo-ka and very fast on click-e-ty clack.
2. "Train" - p. 132 - Kindergarten Book
   Say the words in unison, moving the arms fast on clickety, clackety, slow on choo, choo and raise one hand to ring bell for toot, toot. There is no need to sing this song as it will be just as much fun to say it. It is also a good exercise for "c".

3. "All Aboard" - p. 133 - Kindergarten Book
   This may be too difficult for the children. I would say this instead of singing. The words "all aboard" tell the children that the train is getting ready to leave.

Records:

1. Have children sit in chairs or boxes like a train. Have an engine, a caboose and a conductor to take up tickets. Let each child pretend to buy his ticket, taking him where he plans to get off. Then have conductor punch ticket or take up ticket.

   "All Aboard" - record
   (Includes - "Train to the Zoo","Train to the Farm" and "Train to the Ranch". Sound effects.)
   LB 10001 33 1/3 rpm $1.98

   Order from: Lyons Band Instrument Company
   223 W. Lake Street
   Chicago, Illinois 60606

4. Review singing "Choo, choo, choo", one of the songs listed under activity songs.
5. Other train songs:
   1. "We're Going on the Train" - p. 11 - Nursery School Book
   2. "Little Engine" - p. 11 - Nursery School Book
   3. "Down by the Station" - p. 177 - First Grade Book
   4. "Little Red Caboose" Old Favorite

      "Little red caboose, little red caboose,
      Little red caboose, behind the train
      Smokestack down your back (back, back, back)
      Steaming down the track (track, track, track)
      Little red caboose behind the train.

Airplanes: For being airplanes the children use their feet to make the motion and sound of the motor, just as they did for the train. Freer and more flexible movements of the body are used to imitate the flight of a plane. Arms are stretched for wings while the body turns, dips, banks, and glides finally into port.

Ask the boys to bring a top airplane to school.
Make paper planes and fly them outside.

Songs:

1. "Airplane Song" - p. 10 - Songs for the Nursery School
2. "Tiptoe Aeroplane" - p. 10 - Songs for the Nursery School
   (Wings straight-run high on toes)
3. "Airplane" - p. 134 - Kindergarten Book
4. "I'm an Airplane" - p. 134 - Kindergarten Book

Boats:

Songs:

1. "Row, row, row your boat" - p. 127 - First Grade Book (Move arms in rhythm as if rowing a boat as children sing) Do not attempt to sing in a round.
2. "The Tugboat" - p. 45 - Songs for the Nursery School (Talk about the tug helping the big ships)

Record:

Fog Boat Story - Boats and their functions. Also, the Music Listening Game and Do This, Do That.

LB 10008 33 1/3 rpm $1.98

Order from: Lyons Band Instrument Company
223 W. Lake Street
Chicago, Illinois 60606

February:

Valentine Day

Songs:

1. "A Valentine for You" - p. 86 - Kindergarten Book
2. "When You Send a Valentine" - p. 86 - Kindergarten Book
3. "Be My Valentine" - p. 102 - First Grade Book

Activities:

1. Make valentines to decorate room.
2. Make a valentine mailbox and talk about getting letters.
3. Play post-office, buying stamps (use left-over Christmas Seals), mailing letters, writing letters, taking turns being the postman.

Song about the postman:

1. "The Postman" - p. 63 - Kindergarten Book

4. Exchange valentines on "Valentine Day".
5. Make valentine for parents
6. Have a valentine party at school

Easter: (March or April)

Songs:

1. "Easter" - p. 91 - Kindergarten Book
2. "Easter Bells" - p. 91 - Kindergarten Book (Play triangle and bells with these songs)
3. "Easter Duck and Easter Chick" - p. 92 - Kindergarten Book
4. "I Am Bunny Pink Ears" - p. 92 - Kindergarten Book (Hop like Bunnies)

Activities:
1. Make Easter baskets
2. Color chicks, rabbits and eggs
3. Hide eggs
4. Finger Play "Once I Saw a Bunny" - see section of finger plays.

Spring: (April - May) Songs and activities about the weather, flowers, bees, birds, trees and swinging.

Songs:
1. "Winter, Good-Bye" - p. 60 - Songs for the Nursery School
2. "Spring is Here" - p. 61 - Songs for the Nursery School
3. "Swing High, Swing Low" - p. 110 - Songs for the Nursery School
4. "It's Raining on the Town" - p. 59 - Songs for the Nursery School (Learn the first time it rains)
5. "Fly Away, Little Birdie" - P. 36 - Songs for the Nursery School
6. "Zumm! Zumm! Zumm! - p. 37 - Songs for the Nursery School
7. "Ducks" - p. 35 - Songs for the Nursery School

Kindergarten Book
1. "Little Johnny-Jump Up" - p. 103
2. "A Blue Bird Sings" - p. 105 (Color blue birds)
3. "Busy Buzzy Bee" - p. 107
4. "My Pretty Butterfly" - p. 108

Finger Play - "Creepy Bug" - see finger play section

IN CONCLUSION: Choose several songs for each month. Always have some introduction or reason for learning a new song. I have listed a lengthy list of songs. The children will not be able to learn all of these, so choose the ones that are best suited for your group.

Level One - Continued

FINGER PLAYS: "Often a child will pay attention to a leader's hands before he will pay attention to what he is saying. Herein lies one of the great values of handies, or finger plays--acting out a little verse with hands as you speak. Handies also encourage a child to use small finger muscles that often remain comparatively inactive.

Before you start this type of play, remove from sight any toys or gadgets which might distract a child's attention. Sit or stand directly in front of the child. Speak to him clearly and in a well-modulated voice. Ask him to do as you do; and if you expect a response, to say what you say. At first he may not be able to say the words, but will enjoy the hand movements. Later he may be able to speak with you, imitating the movement of your lips as well as your hands."[4]

Finger plays are especially good for the youngest class in school. Many of these children do not talk, however, they will make movements to the finger plays. This proves that they are enjoying the activity and understand to some extent what is being said. Eventually they will say the verse with the leader. Finger plays are either poems or songs. You can play with one child or with a group.

1. Choose one or two poem finger plays and one or two song finger plays.
2. Use until over half of the children have the actions.
3. First step - say and do with child, taking child's hand after child has watched teacher say and do finger play.

EASY FINGER PLAYS (non-musical)

1. "Two Little Blackbirds" - The leader chants the verse. Leader and children do the actions.

Two little blackbirds Sitting on a hill.	(Clench fists, thumbs sticking up)
One named Jack.	(Wiggle left thumb)
One named Jill.	(Wiggle right thumb)
Fly away Jack.	(Flap left arm with big movement and thumb wiggling. Put fist behind back.)
Fly away Jill.	(Same as above but right arm and thumb.)
Come back Jack!	(Bring left fist forward, wiggle thumb.)
Come back Jill!	(Bring right fist forward, wiggle thumb.)

P. 50 - Play Activities for the Retarded Child

2. "Creepy Bug" - Put your left arm straight out. Your right fingers are a creepy bug. Move them up your arm as you say verse.

Creepy bug goes up and up, (Move fingers rather fast up extended arm.)
and up, and up, and up.
And all around your head. (Move fingers slowly around neck.)
And down and down. (Move fingers rapidly down arm.)
And down and down. (Drop arm suddenly.)
Woops! (Shake off imaginary bug.)
He's dead!

3. "Five Little Pigs" p. 2 Finger Play - A Golden Book 25¢

This little pig
Danced a merry, merry jig; (Point to your thumb)
This little pig
Ate candy; (Point to your pointing finger)
This little pig
Wore a blue and yellow wig; (Point to your middle finger)
This little pig
Was a dandy; (Point to your ring finger)
This little pig
Never grew to be big--
So they called him Tiny Little Andy. (Point to your little finger.)

4. "The Counting Lesson" - p. 3 - Finger Plays

The Beehive
(Make a fist with your right hand. This is a beehive. Bring out a finger as you count each bee. Begin with your thumb.)

Here is the beehive. Where are the bees?
Hidden away where nobody sees.
Soon they come creeping out of the hive --
One! Two! Three! Four! Five!

5. "This is the Circle That is My Head" - p. 6 - Finger Plays

This is the circle that is my head. (Raise your arms above your head to make a big circle for the sun.)
This is my mouth with which words (point to your mouth)
are said.
These are my eyes with which I see. (point to your eyes)
This is my nose that's a part of me. (point to nose)
This is the hair that grows on my head. (point to hair)
This is my hat all pretty and red. (put your hands on your head and make a pointed hat.)
This is the feather so bright and gay. (Use your pointing finger to make a feather)
Now I'm all ready for school today.

6. Two musical finger plays which are quite popular with the children have been included in the section of Action Songs. These songs can be done as finger plays but are much nicer when sung with the actions.

   a. "Eeency, Weency Spider" - a favorite - see section on Action Songs, p. 8.
   b. "Where is Thumbkin?" - tune Freres Jacques - page 8 of report.

7. More Difficult Finger Plays -

"Here's the Church" - This is hard for the children in Level Two because they must interlock fingers to make the people in the church. Show each child individually. Even then some can't do it.

Here's the church.	(Interlock fingers. Turn hands over to make a flat surface.)
Here's the steeple.	(Raise pointer fingers to form point.)
Look inside; See all the people!	(Turn hand over to show interlocking fingers.)
First they sing.	(Open hands and hold palms toward you like an open book.)
Then they pray.	(Hold hands as if in prayer.)
Then they slowly Walk away.	(Wiggle fingers like people walking away.)

Page 50 - Play Activities for the Retarded Child

8. "The Little Fish" - Doing two different things at the same time is difficult for retarded children. However, it's a skill that comes in very handy. Practice the motions in "The Little Fish" step by step. Then add the verse.

(Put your left hand out, palm down, fingers closed and thumb sticking out. Put your right hand on top of your left, palm also down and thumb sticking out. See the fish with fins at his sides. Wiggle your thumbs. Make the fish swim by moving hands up and down in unison. Now, make the fish swim and wiggle his fins at the same time. Open his mouth. Keep the palms together, but drop the left-hand fingers and raise the right-hand fingers.)

Little fish	(Put palms together in above position)
Goes out to play.	
He wiggles his fins,	(Wiggle thumbs)
Then swims away,	(Move fingers up and down in unison)
He swims and swims in the water bright.	(Move fingers up and down in unison, and wiggle thumbs.)
He opens his mouth	(Keep palms together. Lower finger of left hand. Raise fingers of right hand.)
and takes a bite.	(Close to starting position.)
Mmmmmmmmmmmmmmmm! Tastes good!	

Page 51 - Play Activities

"Grandma's Spectacles"

Here are Grandma's spectacles. (Make circles with your fingers and hold them over eyes to look like glasses)

And here is Grandma's hat; (Put both hands on head and make a pointed hat.)

And here's the way she folds her hands and puts them in her lap. (Fold your hands and place them in your lap.)

Here are Grandpa's spectacles, (With your fingers, make larger spectacles for grandpa.)

And here is Grandpa's hat; (Make a larger pointed hat for Grandpa)
And here's the way he folds his arms. (Fold your arms across your chest.)
And sits like that.

Page 9 - Finger Plays

0. "Soldiers" - p. 16 - Finger Plays

Five little soldiers
Standing in a row; (Hold up five fingers for the soldiers.)
Three stood straight,
And two stood so! (Hold three fingers straight. Let two bend over)
Along came the captain, (Move the pointing finger of your other hand in front of the five little soldiers.)

And what do you think?
They all stood straight
As quick as a wink!

1. "Ten Little Firemen" - p. 17 - Finger Plays

Ten little firemen
Sleeping in a row; (Hold out your hands with fingers curled to make the sleeping firemen.)
Ding, dong goes the bell, (Pull down on the bell cord.)
And down the pole they go, (With your fists together, make your hands slide down the pole.)

Off on the engine,
OH, OH, OH, (Pretend you are steering a fire engine very fast)
Using the big hose,
So, so, so! (Make a nozzle with your fist and pretend to use a big fire hose.)

When all the fire's out,
Home so-o slow. (Steer the engine very slowly.)
Back to bed,
All in a row. (Curl all ten fingers again to show the fireman asleep.)

12. "Once I Saw A Bunny" - p. 18 - Finger Plays

Once I saw a bunny (Make a bunny's head with your right hand, two fingers up for ears.)
And a green cabbage head. (Make a cabbage head with your left hand fist.)
"I think I'll have some cabbage,"
the little bunny said. (Make the bunny hop to the cabbage.)
So he nibbled and he nibbled, (Make nibbling motions with the fingers of your right hand.)
Then he pricked his ears to say. (Straighten up the two fingers that are the bunny's ears.)
"Now I think it's time
I should be hopping on my way." (Let the bunny hop away.)

All of these finger plays are suitable for Level One. There will be a few more new ones for Level Two, so if your class learns these and needs new material, look over into Level Two.

NUMBER CONCEPT SONGS: When singing a counting song: Announce the number before each verse. Be sure that singers are holding up the correct number of fingers before you start to sing.

Objective for Level One: By the use of repetition, concrete illustration and actions through music, to teach the concept of number values through the number value five.

Concept of One: "I'm a Little Teapot" - Let each child be a teapot and act out the words as they sing the song, illustrate with pictures of one, let one child do motions as others sing. (See report for teaching this song.)

I'm a little teapot, short and stout
Here's my handle, here's my spout
I'm a little teapot, short and stout
Just tip me over and pour me out.

"Twinkle, Twinkle Little Star" - Concept of One. Let children make the one star twinkle with one hand held up above heads as they sing.

Twinkle, twinkle little star
How I wonder what you are
Up above the air so high
Like a diamond in the sky
Twinkle, twinkle, little star,
How I wonder what you are! page 69 - The Golden Song Book

Concept of Two: "Two Little Blackbirds" - Have children hold up two fingers as they sing and then have birds fly away and come back again. See section on Finger Plays.

Two little blackbirds sat on a hill
One named Jack and one named Jill.
Fly away Jack, fly away Jill,
Come back Jack, come back Jill.

Page 36 - "Our Singing World" - The Kindergarten Book

"A Song About Me" - teaches child about two eyes, ears, hands, feet, legs, etc.

I have two eyes to see with, I have two feet to run,
I have two hands to wave with, And nose I have but one.
I have two ears to hear with, A tongue to say good-day.
And two red cheeks for you to pinch, and now I'll run away.
(Have child point to parts of body in song)

Page 3 - "Our Singing World" - The Kindergarten Book

"Two Little Kitty-Cats" - Two children are chosen to play the part of the kitty-cats while the others sing.

Two little kitty-cats lying in the sun,
One jumped up and said, "I'd like to run".
Then said the other, "I'll run too".
Running round and round and round,
I'll play with you."

Page 112 - "Our Singing World" - The Kindergarten Book

Concept of Three: "Old King Cole" - As the children sing have them hold up three fingers, illustrate further by picture.

Old King Cole was a merry old soul
 and a merry old soul was he
He called for his pipe and he called for his bowl
And he called for his fiddlers three.
Every fiddler had a fiddle fine
 and a very fine fiddle had he
He called for his pipe and he called for his bowl
And he called for his fiddlers three.

Page 34 - The Golden Song Book

"Baa-baa Black Sheep" - Act out the song with one child holding three bags that he gives away as they sing.

Baa baa black sheep, have you any wool?
Yes, sir, yes, sir, three bags full;
One for my master, one for my dame
And one for the little boy who lives in the lane.

Page 24 - The Golden Song Book or page 155 - "Our Singing World"
First Grade Book

"Three Sneezes"

Three little boys playing under a tree,
One began to sneeze, then began all three,
Kachoo, kachoo, kachoo.

Three little rabbits coming over to play,
When they heard a sneeze, then they ran away,
Kachoo, kachoo, kachoo.

Page 43 - "Our Singing World" - First Grade Book

"Three Little Kittens"

Three little kittens they lost their mittens,
And they began to cry,
"Oh, Mother dear! We sadly fear,
Our mittens we have lost."
"What - lost your mittens, you naughty kittens
Then you shall have no pie."
Meow, meow, meow, meow.

Page 80 - "Our Singing World" - First Grade Book or
Page 18 - The Golden Song Book

"Three Blind Mice"

Three blind mice, three blind mice. See how they run!
See how they run! They all ran after the farmer's wife,
Who cut off their tails with a carving knife. Did you
ever see such a sight in your life as three blind mice?

Page 66 - The Golden Song Book

Concept of Four: Point out the fact that the children are singing about 4 animals and hold up pictures as they sing.

"Little Dog, What do you say?" (Song can be used effectively for encouraging backward singers. Any child knows and can sing the answer to the first three verses.

1. Little dog, little dog, what do you say?
   Bow, wow, wow! The livelong day.
2. Pussy cat, pussy cat, what will you do?
   Mew mew, mew! I'll play with you.
3. Bunny-bun, bunny-bun, how about you?
   Hop, hop, hop, the whole day through.
4. Piggy-wig, piggy-wig, what are you so big?
   Day and night I dance a jig.

Page 113 - First Grade Book, "Our Singing World"

"A Getting-up Song"

1. When ducks get up in the morning, they always say, "Good-day,"
   " " " " " " " " " " " "
   Quack!Quack!Quack!Quack! That is what they say, they say.
   " " " " " " " " " " "

2. Pigs - Oink! Oink! Oink! Oink!

3. Sheep - Bas! Baa! Baa! Baa!

4. Cows - Moo! Moo! Moo! Moo!

Page 114 - "Our Singing World" - First Grade Book

Concept of Five: "Five Little Chicadees" - Hold fingers up and take one away when song says to.

1. Five little chickadees, Peeping at the door, One flew away and then there were four.
   Chorus: Chickadee, chickadee, happy and gay,
   Chickadee, chickadee, fly away.

2. Four little chickadees, sitting in a tree, One flew away and then there were three.
   Chorus:

3. Three little chickadees, looking at you, one flew away
    and then there were two.
   Chorus:

4. Two little chickadees, sitting in the sun, one flew away
    and then there were none.
   Chorus:

5. One little chickadee, left all alone,it flew away
    and then there were none.
   Chorus:

Page 37 - "Our Singing World" - Kindergarten Book
"Five Little Chickadees" may also be found on page 166 in Play Activities for the Retarded Child.

Variations. Children can act out this story-song in other ways. Five children stand in front of a group. Each one, in turn, "flies" to his seat at the appropriate time in the song, or players form a circle with five children in the center. Each one, in turn, "flies" out of the circle, around it, and takes a place in the circle.

"This Old Man" - Stress numbers as children sing and hold up fingers for each number, illustrate also with one of an object, two of an object.

1. This old man, he played one (hold up one finger)
   He played knick knack on my thumb.
   Knick knack patty wack (clap on these words)
   Music in the air, this old man played everywhere.

2. Two - Shoe (point to shoe)
3. Three - knee (point to knee)
4. Four - door (pretend to knock)
5. Five - side (hit side)

There are ten verses but five is all Level One should learn.

Page 171 - Play Activities for the Retarded Child or
Page 44 - "Our Singing World" - First Grade Book

"Five Little Ducks" - This is a favorite of the children and is not found in these song books. The words are given below:

Five little ducks that I once knew, Fat ducks, thin ducks,
There were two, but the one little duck with the feathers on his back
He ruled the roost with his quack, quack, quack.

Actions: Hold fingers up for five ducks. Hands out for fat and in for thin. Two fingers up for two - one finger for "one little duck" with the feathers on his back (hands in back for feathers). He ruled the roost with his quack, quack, quack, (elbows bent and move arms like wings).

Down by the river they would go (hands move in front like ripples in water)
Wibble, wobble, wibble, wobble to and fro (hands on hips and move body like a wobble)
But the one little duck with the feathers on his back
He ruled the roost with his quack, quack, quack.

QUIET MUSIC FOR REST PERIOD

Children are seated in a circle for song period. At the end of the music period play the "Tiptoe (Amaryllis) March" found on page 21 "Our Singing World", Kindergarten Book and let each child tiptoe quietly to his seat one at a time. Call each child either by name or by some description.

Example:

1. Will the little boy who has on a red shirt tiptoe to his chair?
2. Will the little girl who lives on Spring Street tiptoe to her chair?
3. Will the little girl with the blue ribbon tiptoe to her chair?

Child will get up and tiptoe very quietly to chair and rest with head down on table. After all children have tiptoed to place, helper for the day turns off the light.

Teacher plays quiet music on phonograph or piano or a soothing story. This should last approximately 10 to 15 minutes.

Suggested recordings:

1. Listening Time Album #2 (Play "My Own Star")
   Listening Time Album #3 (Play "O The Dream Fence")
   LP Records @ $5.95 each. Order from: Bowmar Educational Records
   10515 Burbank Blvd.
   N. Hollywood, California
2. Quiet Music, Vol. I, II, or III. $3.98 an album.
3. Lullabies for Sleepyheads - $1.98
4. Lullabye and Good Night - $1.98
5. Adventures in Resting Vol. I. - $3.98

Order records 2 - 5 from:
Educational Record Sales
157 Chambers Street
New York 7, New York

6. Eensie Beensie Spider (This is a favorite of children). Complete with sound effects. "Skittery Skattery" is also included.
LE10011 - 33 1/3 rpm - $1.98 Order from: Lyons Band Instrument Co.
223 W. Lake Street
Chicago, Illinois 60606

RHYTHM BAND

Most retarded children can learn to play and enjoy playing a variety of rhythm instruments. These activities with the instruments are most helpful if developed properly with attention to listening.

Ways in which the rhythm band experience can aid in teaching and developing cooperation in the children:

A. Waiting turn: By letting the band play in unison and then each section at a time the children learn to wait their turn. This is also learned further when waiting their turn to lead. The leader points to each section as they play.
B. Sharing: This can be learned by having each child play his partner's instrument, or by sharing colors, glue, pictures, etc. when making the instruments.
C. Helping Others: Have two children make an instrument and help each other. You can also have each child make several instruments of each type and give others away. May have one child hold instrument while another nails or laces, etc.
D. Common courtesy: Can be developed by letting a child pass out the instruments to all the girls first and also to wait until every child has an instrument before he picks his out. Also, let the children take turns playing a certain type of instrument so that each will learn to think of others and be polite.

Methods of Teaching:

1. Avoid: Using numerous rhythm instruments together as this results in chaotic noise.
2. Begin: Using just the rhythm sticks. Make or buy enough for all the children or use two pencils.
3. Emphasize: Listening to the music.
4. Later: Build up to a variety of instruments. Become familiar with other instruments separately before combining them for different effects.
5. Make: Practice sessions short but frequent. Remember that this activity is tiring for most retarded children whose coordination is poor and small-muscle control is weak.

Materials:

1. Homemade rhythm instruments - You and the children can make most of the rhythm instruments needed. Use as many homemade instruments as you can for a rhythm band. Making them gives a child an opportunity to construct something which can be used by different members of a group.

   Making instruments aids in developing body coordination.
   - A. Mass movements
     - 1. When making instruments, painting them a solid color with big bold strokes help develop general arm coordination.
   - B. Specific movements
     - 1. When making instruments, painting objects and pictures on the instruments aid specific muscle coordination. Lacing bottle caps onto plates or lacing drums also helps.
   - C. Two-handed coordination
     - 1. Glueing, nailing, tacking or sandpaper requires the use of both hands.

HOW TO MAKE RHYTHM INSTRUMENTS:

Rhythm Sticks:

Materials: Dowel sticks or broom handles and latex paint.
Rhythm sticks may be made of dowels of various thickness; but should be made in matching pairs. Saw dowels into 12 inch lengths (3/4 diameter is ideal but any will be all right). Sand the ends. Paint.

Bells:

Materials: 4 small bells, elastic, thread
Directions: Cut a piece of elastic 1 inch longer than the distance around four fingers of the hand held together. Overlap the ends and sew the elastic into a loop that will fit over the four fingers. Sew little bells on at uniform intervals. The child either shakes his hand to ring the bells or claps his hands in time to the music, making the bells tinkle. If the child is going to clap his hands, sew the bells in a cluster instead of at uniform intervals.

Sandblocks:

Materials: Two wooden blocks approximately 5½" long, 4" wide and 2" thick.
Two pieces of rough sandpaper 1½ inches wider and longer than blocks
Paint
Two large spools
Two long nails
Thumb tacks

Directions: Paint the blocks and spools different colors, tack the sandpaper on the blocks with thumb tacks. Nail the spools on the backs of the blocks for handles being sure the heads of the nails are larger than the holes in the spools. (Sandpaper will eventually have to be replaced.)

Tapper:

Materials: paddle, pop bottle tops, two nails, paint.
Directions: Sand a 6 inch piece of lath or paint paddle or ball paddle. Remove cork from bottle top and hammer bottle top flat. Make a hole in each bottle top with a hammer and nail. Place 4 bottle tops on top of lath and nail loosely to lath. Nail another set near the first set.

The rhythm band musician holds the tapper stick in one hand and taps it gently against the other in time to the music.

Shakers:

Materials: detergent bottles, pictures, rocks, glue.
Directions: Soak the detergent bottles until the wrapping comes off. Then either paint the bottle or glue a picture on the bottle which the students have selected and cut out. Place 8 or 10 rocks in the bottle and glue the top on to prevent young children from removing the rocks. This is a good instrument for physically handicapped to use.

Materials: gourds, yarn, paint, tape
Directions: Allow the gourds to dry out until they are brown. Take paint and either paint designs or a face on the gourd. The yarn can be glued on for hair.

Materials: Cardboard tube; newspaper; paste; gummed tape; paint; rice, split peas, or beans.
Directions: Use any kind of cardboard tube of any length; the inside of a roll of aluminum foil, paper toweling or toilet tissue. Cut strips of newspaper 1/2 inch wide and about 1½ inches longer than the distance across the end of the tube. Dip the strips into thin paste and cover the end of the tube with five layers of overlapping strips. Allow the paste to dry at least overnight. Put a small amount of peas, beans or rice into the tube. Cover the other end in the same manner. Paint.

Tambourines:

Materials: metal pie pans, bottle caps, yarn
Directions: Remove the cork from the bottle caps. Punch holes at intervals around the pan leaving a space for the hand. Punch holes in the center of the caps and string them in pairs back to back on yarn and then through the hole in the pan. If the children desire, they may cut out a picture and glue in the bottom of the pan.

Materials: Paper pie plates, bottle caps, yarn
Directions: Use the same direction as for the above. For a variation, you may lace two plates together and put corn in the center. Then string the caps on. The paper plates with metal rims are much more durable.

Materials: embroidery hoops, bottle caps
Directions: Same as above. For color, you may want to paint the hoops.

Cymbals:
Materials: two pie pans, two large buttons, paint, two spools, yarn
Directions: Punch two small holes in each pan. Place the painted spool over the two holes on the inside of the pan and place the button on top of the spool. Run the lanyard thread or yarn through the button and spool and tie securely on the outside of the pan.

Materials: Pot lids with handles, paint.
Directions: To give a muted sound, paint the lids.

Drums:
Materials: oatmeal boxes, glue, tempra paint
Directions: Take the wrappings off of the box. Glue the top back on. Paint the box using various colors and designs as the child chooses.

Materials: Quart juice cans, rubber inner tube, paint, yarn
Directions: Remove both ends from the can leaving a smooth edge. Paint the can. Cut two circles out of the inner tube approximately 2 inches in diameter larger than the end of the pan. With the yarn, lace the two rubber circles together with the can in between.

Drumsticks:
For the box and can drums, rhythm sticks may be used as drum sticks.
Materials: small ball, stick 1 and 1/2 ft. long, paint, adhesive tape.
Directions: Sand the stick until it is smooth. Run the stick up through the ball until it begins to show. Wrap the ball in adhesive tape being sure to attach the ball securely to the stick. Paint the stick and covered ball.

COMMERCIAL RHYTHM BAND INSTRUMENTS:

With the beginner rhythm band (Level I) or any beginner, it might be well to order rhythm band instruments instead of making them as they are more durable.

Level II would be capable and would enjoy making the instruments. If your budget allows it, you could purchase a set of rhythm band instruments.

They may be ordered from:

Clarence J. Dubos & Sons
2654 St. Louis Street
New Orleans, Louisiana

or

Childcraft Equipment Co., Inc.
155 E. 23rd Street
New York 10, N. Y.

Instrument	Number (Order)		Weight	Price	
Rhythm sticks	2R 124		½ lb.	pr.	.35
Tone block	2R 126		½ lb.		.60
Pat-a-cakes	2R 150		½ lb.	pr.	.60
Maracas	2R 128		1 lb.	pr.	1.50
Jingle Bells	2R 117	(4 bells on handle)	¼ lb.		.60
Wrist Bells	2R 118		¼ lb.		.45
Finger Cymbals	2R 154		Set of four		3.50
Cymbals	2R 110	7"		pr.	3.00
	2R 111	5"		pr.	2.00
Triangles	2R 121	5"	1½ lb.		1.00
	2R 122	6"	2 lb.		1.10
Tambourines	2R 109	6½"	1 lb.		3.00
Drums	2R 164		1 lb.		3.25
	2R 190	(rubberhead tom-tom)			1.00
Xylophone	2R 129		3 lb.		2.00

Rhythm band materials needed for children with chronological ages of 5 to 8 years. (Varies according to number of children in band)

10 rhythm sticks
3 sets of bells
3 triangles
2 drums
1 pair of cymbals

Materials needed for children with chronological ages of 8 to 12.

6 pairs of sticks
2 drums
4 triangles
2 pair of cymbals
1 pair of maracas
2 tambourines

Materials for children with C. A. of 12 to 17 years.

- 6 pairs of sticks
- 2 drums
- 4 triangles
- 3 pair cymbals
- 4 pair maracas
- 3 tambourines
- 1 xylophone

I would suggest buying the instruments on an individual basis, however, they may be purchased in complete outfits.

Order from: Standard School Service, Inc.
1945 Hoover Court
Montgomery Highway, South
Birmingham 16, Alabama

16 Pupil set (4X416A) weight 2# at $9.75

Included:
- 2 jingle clogs
- 2 tone blocks and mallets
- 1 pr. cymbals
- 1 triangle
- 3 sleigh bells
- 3 wrist bells
- 4 pr. rhythm sticks

22 Pupil set (4X522A) weight 3# at $13.50

Included:
- 4 jingle clogs
- 2 tone blocks
- 4 sleigh bells
- 4 wrist bells
- 1 pr. cymbals
- 2 triangles
- 5 pr. rhythm sticks

30 Pupil set (4X530A) weight 5# at $24.00

Included:
- 4 jingle clogs
- 4 tone blocks
- 4 wrist bells
- 4 sleigh bells
- 2 pr. cymbals
- 2 triangles
- 2 castanets
- 2 tambourines
- 6 pr. rhythm sticks

In my opinion these sets have too many different instruments and not enough of any one kind. I would order rhythm sticks, bells (wrists), triangles, 2 cymbals, 2 drums and let children learn to play these with rhythm to music before confusing them with all the instruments.

TEACHING METHODS FOR A SUCCESSFUL RHYTHM BAND:

1. Sitting arrangements - Have chairs arranged in a half-circle with 2 or 3 rows depending on size of band.
2. Previous rhythmic experience - Practice marching to 1234 rhythm in place and eventually with leader around the room (See the section on marching). Clapping rhythms is a good background activity before beginning rhythm band.
3. Instruments - Begin to develop rhythm band activities by using sticks only.
4. Listen - The children must be familiar with the melody and rhythm before they can be expected to play an instrument.
5. Teacher - remember that it is important for the leader to be very much "in the act", performing the actions indicated in order that the children have a point on which to focus attention and a model to imitate.
6. Practice periods - should be short but frequent.

ORDER THIS RECORD FOR OUR BEGINNING RHYTHM BAND:
"Rhythms and Songs for Exceptional Children"
LB 3368 - 33 1/3 rpm. $5.95

Order from: Lyons Band Instrument Company
223 W. Lake Street
Chicago, Illinois 60606

Using this record, begin your rhythm band session with:

1. "Old MacDonald Had a Farm"
   - a. Children already know song or at least have heard it
   - b. The record gives all the instructions and teaches the children to listen.
   - c. Teacher should listen to this selection several times before presenting it to class so teacher can act as the leader.
2. "Old MacDonald" teaches rhythm sticks. As a second activity with the sticks, play a march and have children tap sticks in rhythm. Acquire a number of records that have a compelling beat and vary in tempo and rhythmic pattern. As you work with a child, you will be able to tell from the rhythm of the tapping if the child hears the tempo and beat and senses that recordings differ.

After introducing these activities with the sticks, continue to practice with the sticks for about a month. Then introduce other rhythm band instruments.

It is best to introduce each rhythm instrument separately and to use it until each child is familiar with its sound and the method of playing it. Later combinations of instruments may be used. It is not necessary that each child play with every selection. However, sticks are inexpensive enough that each child could be provided with a pair.

3. Introduce bells next. Use wrist bells (these are so easy to make) or jingle bells. Have children play bells as they sing "Jingle Bells". Play recordings and add bells whenever it would sound good.
4. Triangles - All children will not have one so let children take turns. Using the recording "Rhythms and Songs for Exceptional Children", learn:
    1. Down in the Valley
    2. Swing Low, Sweet Chariot
    3. My Bonnie

Play leader: Have one child to lead the triangles. At first the teacher must act as the leader. Once the children understand when to play the triangles in a song let them take turns being the leader as well as take turns playing the given number of triangles.

Sandblocks: Show children how to play this instrument. There will be a limited number of sandblocks so children must take turns.

Play sandblocks with following song once the children can sing it:

1. Choo-choo-choo (p. 9 of Curriculum Guide) Play sandblocks only on the choo-choo part in the song.
2. Play any cowboy song and let children play sandblocks.
3. Sing "Home on the Range" and play with sandblocks. This song is on the record (Learning as we Play).

Drums: Take turns playing drum in steady 1 - 2 rhythm.

1. Play drums to march record - Let 2 or 3 play drums while the others march. Eventually try them marching and beating drum as they march.
2. Play Indian music on recording or piano and allow several children to play drums.

Cymbals: Add cymbals after playing drums with march music. Then combine drums and cymbals.

So far we have taught children:

1. The names of rhythm sticks, bells, triangles, sandblocks, drums and cymbals.
2. To play each of above instruments
3. To play the instruments with music in a simple, steady rhythm.

4. To listen - and to wait when instruments are not played and to play when instruments are played.
5. To take turns playing instruments and being leader.

Combination of instruments:

Now we can combine 2 or 3 of the instruments. Children must listen even more closely to which instrument will be playing. If you allow all children to bang away on instruments in any way they choose, all that will be accomplished is noise to music. The children might seem to enjoy a free play activity such as this but once it is allowed they will soon forget to listen to instruction as to when to play and when not to play, and will soon lose any sense of rhythm that had been established.

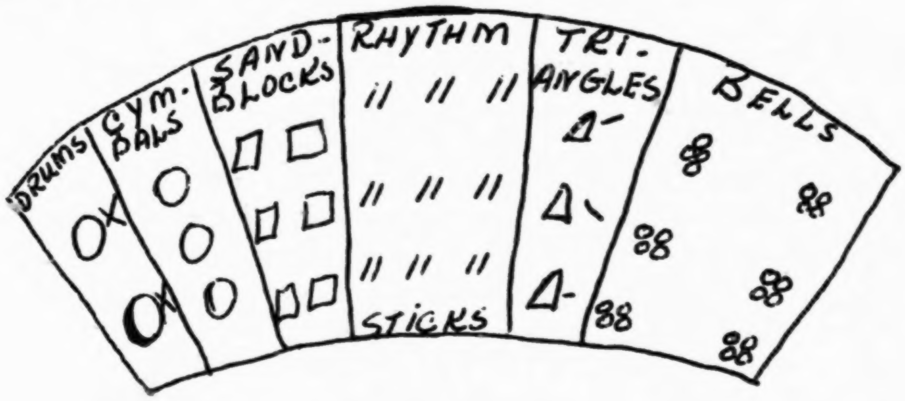
Use the recording: "Rhythms and Songs for Exceptional Children"

1. Listen and Learn to Sing and Play
   "Come to Me"
   "I Heard a Drum A-Drumming"

When using more than one type instrument, seat children according to the instruments in sections.

1. Allow children to choose instrument
2. Seat in sections

Example of seating:



3. Change instruments and play in same seat so that instruments are not in sections. They will have to watch when playing out of the sections.

   Learn: "Cape Cod Chantey" from recording, Rhythms and Songs

Practice all instruments with a Sousa March or circus march. See if children's rhythm has improved.

FOLLOW-UP ACTIVITIES:

1. Let children add an instrumental accompaniment to the songs or parts of songs not already accompanied on the record, Rhythms and Songs for Exceptional Children. (See teacher's manual that accompanies the record).
2. Encourage children to find appropriate rhythms and instruments to accompany favorite songs not on this record.
3. Help children to find appropriate rhythms and instruments to accompany abstract and program music, such as the "March" from The Nutcracker Suite, by Tchaikovsky, and the Grand Canyon Suite by Croffe.
4. When teaching a new song, use the methods suggested on the record, encouraging children to find a section of the song suitable for clapping and playing an instrument.

MUSICAL GAMES AND FOLK DANCES

Value of Musical Games:

The Child:

1. Enjoys being a part of a group
2. Accepts leadership and conformity to rules
3. Learns to concentrate, listen to the music and act at the same time.
4. Develops both large and small muscles

I. Music-stop games: In music stop games, players march, dance or play an instrument in time to music and listen for the music to stop. Then, they follow a direction.

A. Freeze

Equipment: music

Players march in time to music. The leader stops the music. Players "freeze", stand perfectly still. At first, it may be necessary to say "freeze" when the music stops. Later the signal of the music is enough.

B. Squat

Equipment: music

Leader show the players how to squat. Everybody tries it. Then they play the game.

Players march in time to music. When the music stops, they squat. A more advanced way is to put the last one to squat out of the game, then start over. It is a good idea to stop playing while a few remain in the game.

C. Do as I Do:

Equipment: music

This is the musical follow-the-leader game with players seated in front of the leader. The leader claps or taps in time to the music and the children imitate him. He may tap with the fingers of both hands, his head, nose, chin, chest,shoulders, knees, toes, etc. When children have learned, they may take turns being leader.

D. Musical Chairs

Equipment: music, chair for each player

1. Teach children to sit when music stops
2. Chairs in a circle
3. Each player sits in a chair
4. Start music and children march around chairs
5. Stop music and children sit in a chair

(Always practice with enough chairs for each child at least one time before going on with game. When the players have learned to sit when the music stops, the leader removes one chair)

6. Teach children to scramble for a chair when music stops, as one will be left out and is out of the game.
7. Remove a chair each time until one is the winner.

II. Singing Games

Values:

1. Opportunity to repeat basic speech sounds in singing the songs.
2. Opportunity for exercise in basic physical movements.
3. Opportunity for one child to be center of attention in some games.
4. Opportunity for child to make a quick decision in choosing a partner.
5. Opportunity for lots of fun.

The Easier Singing Games - especially for Level I.

1. "Ring Around the Rosie" - seems to be easiest singing game to teach as tune is simple and ends with a definite climax - falling down. Stress the meaning of the word "circle" as the other singing games may be circle games, too. Children usually find it easy to remain in a circle for this game because they do not drop hands until the last minute.

All join hands and go around in a circle singing:

Ring around the rosie,
Pocket full of posie.
One, two, three,
We all fall down! (All fall down. Get up and sing again.)

Sources: Play Activities for the Retarded Child: page 182. The Kindergarten Book, page 38.

2. 'Farmer in the Dell' - When learning this new song-game, it is easier to have the children sit in a circle than to stand in a circle. Place chairs in a circle, one chair for each player. Players are seated. Call attention to the fact that they are sitting in a circle. Choose one player to be the Farmer. He stands in the center of the circle and everyone, still seated, sings:

1. The farmer in the dell,
The farmer in the dell,
Heigh, ho! The derry - oh!
The farmer in the dell. (He chooses someone who joins him in the circle as his wife.)
2. The farmer takes a wife.

(The song is repeated. The wife takes a child. Child takes a nurse. Nurse takes a dog. Dog takes a cat. Cat takes a rat. Rat takes the cheese. Each, in turn, joins the others in the circle. Then one by one they leave the circle as the group sings!)

The farmer runs away (He returns to seat)
" " " "
Hi, ho! The Derry-oh'.
The farmer runs away.

The wife runs away (Returns to seat)

The child runs away (Returns to seat)

The nurse runs away (Returns to seat)

The dog runs away (Returns to seat)
(Until all have returned to seat)

Last verse: There's nobody in the dell.
There's nobody in the dell.
Hi-Ho! the derry-oh!
There's nobody in the dell.

Retarded children soon get the idea of "Taking" wife, nurse, and so forth; but it is very hard for many of them to remember the roles they are playing and to return to their places at the correct time.

When they know the song well and have a concept of "circle", they can stand in a circle, join hands, and rotate as they sing the song, stopping when someone takes someone in the circle.

Sources: Any game book. Play Activities: page 185. The Golden Song Book; page 9. The kindergarten Book, page 43.

3. Variation of Farmer in the Dell to be played around Halloween.

"The Goblin in the Dark" - sung to tune of Farmer, but on a lower key, with a slower tempo, and with greater emphasis on the beat. Children sit or stand in circle and act out the game in a scary manner. One child is chosen to be Goblin. He stamps around the inside of the circle, walking like a monster, as the children sing:

The goblin in the dark,
The goblin in the dark,
Hi! Ho! for Halloween!
The goblin in the dark.

The goblin takes a witch. (He chooses a witch, who rides within circle on a pretended broom.)
The witch takes a cat. (She chooses a cat, who walks on all fours and meows.)
The cat takes a bat. (He chooses a bat, who flies within the circle.)
The bat takes a ghost. (He stands very still with hand covering face.)
The goblin runs away, etc. (He runs away.)
The witch runs away, etc. (She runs away.)
The cat runs away, etc. (He runs away.)
The bat flies away, etc. (He runs away.)
The ghost says --- (Pause in singing) Boo! (He covers his face to say "Boo".)
Children run and hide while ghost has eyes covered. At the end of song, ghost finds one who is the next goblin.

Source: Play Activities for the Retarded Child, page 186.

4. "Sally Go Round the Stars" - Children make a circle with hands joined and slide to the left as they sing. They drop each other's hands raised over head, jump in air and clap hands when they sing "Whoops!"

   Sally go round the stars, Sally go round the moon.
   Sally go round the chmney pots on a Sunday afternoon. Whoops!

Source: Kindergarten Book, page 39.

5. "Cat and Mouse" - Children form a circle with hands joined. The "Cat" is outside the circle, the mouse, inside. Group sings the first two stanzas, standing still and holding hands high. "Cat" walks around the circle, and only when he tries to get in may hands be lowered. When cat finally breaks in, circle permits mouse to run out. If cat is clever enough, he follows mouse and catches her. Group repeats the "Tra la la" stanza until the mouse is caught.
   1. Here comes pussy cat to catch the mouse, let's try not to let him in our house.
   2. But if he should get into our house, a door we will open for the mouse.
   3. Tra la la la la la la la la, Tra la la la la la la la la.

Source: Kindergarten Book, page 40.

6. "Frog in the Middle" - A child squatting and jumping about in center of circle is the frog. Group with hands joined circle around the "frog", singing "Frog in the Middle", etc. until they sing "Take a Stick". Then circle stops and moves toward "frog"

pretending to "poke" him out with imaginary sticks. "Frog has to escape by jumping outside the circle closing in on him. New "frog" is chosen.

Frog in the middle and he can't get out, He can't get out, He can't get out.
Frog in the middle and he can't get out, Take a stick and poke him out.

Source: Kindergarten Book, page 41

7. "Swinging in a Swing: - players take partners. They join hands. This is the swing. In time to the music they swing their arms and bodies back and forth and sing:

Swinging in the swing, swinging up so high,
We can almost touch our heads up against the sky.

When the players have learned the song and the swinging motion, divide them into three's. Two joins hands as before and a third puts both his hands on one side of the swing. The song is sung with the third player pushing the swing forward and back in time to the music. On the last word of the song, "sky", the swing is raised like an arch. The third player goes under the arch and onto the next swing if there are several groups of three playing. The song is then repeated.

Source: Play Activities, page 190.

8. "The Muffin Man" - form one large circle with hands joined, skipped to the left. A child stands in the center and chooses a partner from the circle on the words "Oh, yes, we've seen the Muffin Man". The two in the center sing, "Two have seen the Muffin Man, etc.". At the beginning of the next verse, "Oho, do you know the Muffin Man", the two choose each a partner on the verse, "Oho, yes we've seen the Muffin Man". The four sing "Four have seen the Muffin Man". Then all sing "All have seen the Muffin Man" for the last verse.

Oh, do you know the Muffin Man, the Muffin Man, the Muffin Man,
Oh, do you know the Muffin Man, that lives in Drury Lane? Oh!

Oh, yes we've seen the Muffin Man, the Muffin Man, the Muffin Man.
Oh, yes we've seen the Muffin Man, that lives in Drury Lane? Oh!

Two have seen the Muffin Man, etc.
Four have seen the Muffin Man, etc.
All have seen the Muffin Man, etc.

9. "A Tisket, A Tasket" - This is a "Drop the Handkerchief" game. Children, holding each other's hands, stand in a circle. The child who is "it" carries the handkerchief, runs around the outside, while the others sing. He drops the handkerchief behind someone and this child runs in the opposite direction and each child tries to reach the vacant place first. The one who is last is "it".

> A tisket, a tasket, a green and yellow basket, I wrote a letter to my love, and on the way I dropped it, I dropped it, and on the way I dropped it. A little boy/girl picked it up and put it in his/her pocket.

Source: The Golden Song Book, page 20.

More difficult musical games and dances:

1. "Round the Village" - Children stand in a circle and pretend they are houses in a village.

   Go round and round the village, go round and round the village,
   Go round and round the village, as we have done before.
   (One child is it and goes round and round the circle during this verse.)

   (Children join hands and raise their arms high to make windows, while the child runs in and out.)
   Go in and out the windows, go in and out the windows,
   Go in and out the windows, as we have done before.

   (Child looks around the circle, pauses, then chooses a partner.)
   Now stand and face your partner ....and bow before you go.

   (The first child leads his partner around the circle and returns to center of circle at end of verse.)
   Now follow me to London...........As we have done before.

   (Children in circle bow, shake hands and part. First child takes place back in circle and partner is "it".
   Now shake his hand and leave him .... and bow before you go.

Source: The Golden Song Book, page 25. The Kindergarten Book, page 40.

2. "Did You Ever See A Lassie?" Circle with one child in center. Sing the child's name instead of "Lassie" or "Laddie". He enjoys the recognition. (Measures 1 - 8; Skip around to the left during the first two lines of song. As words "do this way that that" are sung,

the child in the center imitates some activity. Measures 9 - 16: All drop hands, face center of circle, and imitate leader.
Examples: Touch your toes, clap your hands, slap your knees, hop around, jump in place, etc.

Source: Play Activities, page 184. Golden Song Book, page 36.

Did you ever see our Larry. (Lassie or Laddie)
Our Larry, our Larry,
Did you ever see our Larry, go this way and that?
Go this way and that way: (Larry does action. Children imitate.)
Did you ever see our Larry, go this way and that?
(Larry chooses a new lassie or laddie)

3. "London Bridge" - eliminate choosing. Two children form an arch. Other players form a line, march under the arch, around one player, and through the arch again singing:

London Bridge is falling down, falling down, falling down.
London Bridge is falling down, My fair Lady.
(Players forming arch drop arms around the person who happens to be in the center of arch.)
Take a key and lock her up, lock her up, lock her up;
Take a key and lock her up, My Fair Lady.

(Players making arch and person in it rock back and forth while others sing). The player who is caught goes behind one of the players forming the arch and puts his hand on her waist. Game is repeated and the next player caught goes behind the other player.

Source: Play Activities, page 187. Golden Song Book, page 43.

4. "Looby Loo" - In this song-game, the center of the circle represents a tub of cold water for the bath on Saturday night. When playing, eliminate mention of "left" and "right", instead say, "one foot", "other foot", "one hand", "other hand". It is hard for retarded children to learn directions. Of course, they should eventually learn "left and right" but it ruins the game to stop and correct them. On the other hand, it is wrong to let a child make the mistake over and over again and build up a wrong concept.

Two players may play Looby Loo, although it is usually played by a group. Players, including the leader, join hands and rotate in a circle as they sing the chorus. When they come to the verse, they stop rotating and each stands in place as he sings and follows the directions of the song.

Chorus: Here we go Looby Loo,
Here we go Looby Light,
Here we go Looby Loo,
All on a Saturday night.

1. I put my one foot in, I take my one foot out;
I give my one foot a shake, shake, shake,
and turn myself about. (Chorus)
2. I put my other foot in, etc.
3. I put my one hand in, etc.
4. I put my other hand in, etc.
5. I put my one elbow in, etc.
6. I put my other elbow in, etc.
7. I put my head right in, etc.
8. I put my hip right in, etc.
9. I put my other hip in, etc.
10. I put my whole self in, etc.

Source: Play Activities, page 188 - Golden Song Book, page 46 - First Grade Song Book, page 50.

5. "Here We Go Round the Mulberry Bush" is a singing game which may be played in traditional fashion; or it may be used to teach basic subjects. Or it may be used to encourage children to exercise in different ways. The game has meaning for retarded children in its traditional way. The group joins hands and forms a circle. If the group is ready to learn the days of the week, the leader announces the day before each verse. Otherwise, the group sings, "So early in the morning" on the last line. The group stops between the two parts of the song as the leader announces the action to be pantomimed.

Leader: Monday. (Group rotates with hands joined, singing.)
Here we go round the mulberry bush, the mulberry bush, the
mulberry bush.
Here we go round the mulberry bush so early Monday morning.

Leader: Wash our clothes. (Group pantomimes and sings.)
This is the way we wash our clothes, wash our clothes, wash our
clothes.
This is the way we wash our clothes so early Monday morning.
Tuesday - iron our clothes; Wednesday - mend our clothes;
Thursday - Sweep the floor; Friday - scrub the floor;
Saturday - stir the soup; Sunday - walk to church.

Use the game to remind children of things that they should do every day. Sing "So early in the morning", omitting the days of the week. Announce the action before it is time to pantomime. They sing "This is the way we: wash our face; wash our hands; shine our shoes; bursh our teeth; comb our hair; zip our clothes; say our prayers.

Use the game to help retarded children to identify different parts of the body; Sing, "This is the way we touch our toes; knees; chest; head; eyes; ears; chin".

Use the game to utilize definite physical activity. Sing, "This is the way we: take a bow; hop around; nod our head; go to sleep; jump around; clap our hands; wave good-bye".

Of course, the order of action in the variations does not have to remain the same each time the game is played. When the children know the game well, the leader may point to a child before the time to pantomime. The child may call the action.

Source: Play Activities for the Retarded Child, page 189.

6. "Rig-a-Jig-Jig" - Players seated in a circle. One player is it. It walks around inside the circle as everyone sings. The remaining action is described with the song.

As I was walking down the street, (It walks around inside circle)
Down the street, down the street,
A friend of mine I chanced to meet, (It chooses a partner. They go
Heigh-ho, heigh-ho, heigh-ho! outside circle, join hands and
walk around the circle.)
Rig-a-jig-jig, and away we go, (Partners slide or skip, according to
Away we go, away we go. their ability, in time to increased
Rig-a-jig-jig and away we go, tempo.)
Heigh-ho, heigh-ho, heigh-ho! (It sits down and partner becomes it.)

You can personalize the song by using the child's name.
"As Jim was walking down the street, etc.
A friend of His he chanced to meet, etc."
Variation: Children may choose how they want to go down the street: skipping, running, gliding, and so forth.

Source: Play Activities, page 183.

7. "Bow, Belinda" - Source: First Grade Book, Page 52, Ginn and Company.

Double circle, partners facing.
1. Bow, bow, bow, Belinda, (First child bows.)
Bow, bow, bow, Belinda, (Second child bows.)
Bow, bow, bow, Belinda, (First child bows.)
Won't you be my partner? (Both bow.)

2. Right hand out, oh, Belinda, (might sing one hand out if
   Right hand out, oh, Belinda, children are not ready to learn
   Right hand out, oh, Belinda, right and left hands.)
   Right hands out and shake, shake, shake. (Clasp right hands.)

3. Left hand out, oh, Belinda, (might sing other hand out instead.)
   etc. (Clasp left hands)

4. Both hands out, oh, Belinda, etc.
   (Clasp both hands)

8. "Jenny Crack Corn" - Children skip in circle during first stanza, then stand and do what the words say in the following stanzas.

   1. Chorus: Jenny crack corn and I don't care, Jenny crack corn and I don't care.
      Jenny crack corn and I don't care, Today's a holiday.

   2. Round and round and I don't care, Round and round and I don't care,
      Round and round and I don't care, Now let's all stand still.

   3. Left hand up and I don't care, etc. Master's gone away.
      (or one hand up)

   4. Right hand up and I don't care, etc. Turn the other way.
      (or other hand up)

   5. Both hands up and I don't care, etc. Circle round again.

Source: First Grade Book, Ginn and Company, page 46.

9. "Oats, peas, beans, and barley grow" - Children, singing, circle around a child in the middle (the farmer), suiting gestures to words. At the third verse the farmer chooses a partner, and at the fourth verse, they both kneel and salute.

   1. Oats, peas, beans and barley grows, Oats, peas, beans and barley grows,
      Nor you nor I nor anyone knows, how oats, peas, beans and barley grows.

   2. Thus the farmer sows his seed, stands erect and takes his ease,
      He stamps his foot and claps his hands, and turns around to view his lands.

3. Waiting for a partner, waiting for a partner,
Open the ring and take her in, while we all gaily dance and sing.

4. Now you're married you must obey. You must be true to all you say, You must kind, you must be good, and make your husband chop the wood!

Source: The Golden Song Book, page 27

Recordings of Song Games:

1. "American Game and Activity Songs for Children" (includes: Skip to My Lou, Ring Around the Rosie, and others)
1 10" 33 1/3 rpm........$4.25

2. "It's Time for Playing" - Childcraft Records (Skip to My Lou, Looby Lou, A Tisket a Tasket, Did You Ever See a Lassie, others)
1 12" 33 1/3 rpm $1.98

3. Folk Dances, Song Plays, Play Parties (A group of dance records designed for kindergarten, and primary grade dance activities.)
This series of records includes almost all of the dances and songs I have included in this curriculum. There are 19 records in the series at $1.45 a record. These are the numbers of the records that you would need:
    #3 - Farmer in the Dell and Oats, peas, beans, and barley grow.
    #4 - Did you ever see a lassie and Here we go round the Mulberry Bush.
    #5 - Here we go Looby Lou.
    #8 - The Muffin Man.
    #9 - Bow, Belinda
    #18 - Sally Go Round the Moon

4. Honor Your Partner Albums: Album 10 - Play Party Games, Singing Games and Folk Dances
(Each record includes oral instructions and music. Paw-Paw Patch; Jolly is the Miller; Looby Lou; La Raspa, many more)

4 12" 78 rpm........$12.00

5. Singing Games and Folk Dances (These records are designed to provide a complete singing game and folk dance program for the elementary grades.)
(6 albums in series, each @ $7.75)

    1. Album #1 -Did You Ever See a Lassie, Go Round and Round the Village, Farmer in the Dell, Oats, Peas, Beans; Mulberry Bush, Looby Lou, others -(Revised edition)

Order above records from: Educational Record Sales, 157 Chambers Street,
New York 7, New York

SUPPLEMENT NO. IV

FINGER PLAYS AND POEMS

1. Two little Dickey birds
Sat on a wall.
One was called Peter,
The other called Paul.
Fly away, Peter,
Fly away, Paul.
Come back, Peter,
Come back, Paul.

2. Here is the father,
Here is the mother,
Here is the brother tall.
Here is the sister,
Here is the baby, best of all.

3. Hippety-hop to the barber shop
To buy a stick of candy,
One for me and one for you
And one for sister Mandy.

4. Five little birds sitting in a door,
One flew away and then there were four.
Four little birds sitting in a tree,
One flew away and then there were three.
Three little birds looking at you,
One flew away and then there were two.
Two little birds singing in the sun,
One flew away and then there was one.
One little bird taking a nap,
He flew away and then there were none.

5. There is a time for everything we do.
There is a time to run and a time to walk.
There is a time for silence and a time for talk.
There is a time for work and a time for play.
There is a time for sleep at the close of the day.
There is a time for everything we do,
For children and grownups too.
There is a time to stand up and a time to sit,
But be sure the time and the action fit.

6. Rap-a-tap-tap
Tick-a-tack-too,
This is the way
To make a shoe.

7. Five little birds without any home,
Five little trees in a row --
Come build your nests in my branches tall;
I'll rock you to and fro!

8. Wave the flag!
Beat the drum!
Down the street
The band will come.

9. Here are my ears and here is my nose,
Here are my fingers and here are my toes,
Here are my eyes, both opened wide,
Here is my mouth with my teeth inside
And my busy tongue that helps me speak.
Here is my chin and here are my cheeks,
Here are my hands that help me play,
And here are my feet that run about all day.

10. Here's a bunny with ears so funny,
And here's his hole in the ground.
When a noise he hears, he perks up his ears
And jumps into the hole so round.

12. Let's play we are little birds,
Flying, flying, flying.
Let's play we are little birds.
Hopping, hopping, hopping.
Let's play we are little birds,
Singing, singing, singing.

14. Teddy bear, teddy bear, turn around,
Teddy bear, teddy bear, touch the ground.
Teddy bear, teddy bear, lead the band,
Teddy bear, teddy bear, wave your hand.
Teddy bear, teddy bear, reach the sky,
Teddy bear, teddy bear, throw a kiss good-bye.
Teddy bear, teddy bear, climb the stairs,
Teddy bear, teddy bear, say your prayers.

16. Busy, busy little people,
Who will be nice today?
I will, I will, I will, I will, I will,
All the nice people say.
(You can use other words for "Nice" such as,
"quiet", "listen", etc.)
(Wiggle the fingers, as "I will" is said,
the fingers bend down.)

18. Horses galloping, galloping, galloping,
Clippity, clippity, clop.
Horses galloping, galloping, galloping,
Till the red light says stop.

11. High stepping horses,
High stepping horses,
High stepping horses,
Jiggity, jiggity, jog.

13. Apples red,
Milk and bread,
All this food,
You children know,
Will make us
Grow, grow, grow.

15. The train goes up the track,
It choo-choos and comes right back.

17. Let's play we are little flowers,
Sleeping in the sun.
We'll raise our heads, stretch our arms,
And wave in the breeze for fun.

19. This is what the clock says --
Tick-tock, tick-tock.
This is what the clock says --
Tick-tock, tick-tock.
This is what the clock says --
Tick-tock, tick-tock,
Come to __________ school at
Exactly nine o'clock.

20. The carpenter's hammer goes rap,rap, rap,
And his saw goes see, saw, see.
He planes and he measures and hammers and saws
To make a house for me.

21. Where, oh where, are the busy little men?
Where, oh where, are the busy little men?
Who help us work and play? (two fists)
Here, oh here, are the busy little men!
Open up wide, and shut them tight
We give a little clap
And place them in our lap.

22. Old Dan has two eyes,
Old Dan has two ears,
Old Dan has one mouth
With many, many teeth.
Old Dan has four feet,
Old Dan has four legs,
Old Dan has one tail
With many, many hairs.
Old Dan can walk, walk, walk,
Old Dan can trot, trot, trot,
Old Dan can run, run, run
Many, many miles.

23. Down at the station early in the morning
See the little puff-a-billies all in a row.
See the little driver pull the whistle --
Toot, toot, woo-woo, off they go.

Down at the airport early in the morning
See the little airplanes all in a row.
See the little pilot push the little button --
Contact -- zoom -- off they go.

24. "Tick-tock, tick-tock",
Merrily sings the clock.
It's time for work,
It's time for play,
So it sings throughout the day,
"Tick-tock, tick-tock".

25. Way up in the sky
The little birds fly
While down in their nest
The little birds rest.
Sh-h -- they're sleeping.
When the bright sun comes up
And the dews fall around,
Good morning, good morning,
The birdies are found.

26. The old scarecrow
Stands all day long,
Waving and a-nodding
To the old wind's song.
With his coat-tail flapping
And his hat pulled low,
He waves and nods
To scare the crow.
Caw-caw-caw sounds over the farm
As the old crow flies in search
of corn.
Bang! goes the farmer,
Down goes the crow,
Ha-ha-ha goes the old scarecrow.

27. This little bunny has pink eyes,
This little bunny laughs and sings,
This little bunny wears gold rings.
This little bunny's not so smart
But oh! He has a loving heart.
It says, "Rub-dub, and rub-dub-do,
I love you very much -- that's true".
This little bunny plays peek-a-boo,
This little bunny runs away from you.

28. A-gung went the little green frog one day,
A-gung went the little green frog one day,
A-gung went the little green frog one day,
And the frog went ga-ga-gung.

29. These five little playmates live here,
These five little playmates live near,
They wave to each other and say:
"Now it's time to go out and play".
One by one the playmates come out.
Then they join hands and dance about.
They jump up and down, and they run,
They swing up high -- oh, they have fun!
When the bright sun is setting low
And it's time for them to homeward go,
They'll wave to each other and say,
"We'll have fun on another day".

30. One little froggie broke
his toe.
The second little froggie
cried "Oh, oh!"
The third little froggie
was sad.
The fourth little froggie
said "I'm glad".
The fifth little froggie
did just what he should --
He hopped to the doctor just
as fast as he could.

31. Hands on your hips,
Hands on your knees,
Hands behind you if you please.
Touch your shoulders,
Touch your nose,
Touch your ears,
Touch your toes.
Raise your hands
High in the air,
At your sides,
On your hair.
Raise your hands as before
While you clap one, two, three, four.

32. Let's play we are
Little flowers sleeping
In a row.
We'll raise our heads,
Stretch our hands,
And nod in the breeze,
Just so.

33. A Jolly Noise

Gurgle, gurgle, gurgle, gurgle,
Glug, glug, glug,
Goes the milk from the bottle
When I pour it in my mug.
Gurgle, gurgle, gurgle, gurgle,
Goes the water down the drain
When I pull the bathtub plug,
Gurgle, gurgle, gurgle, glug, glug.

34. "Tap, tap, tap", say the nuts
as they fall from the trees
That are bending and swaying
about in the breeze.
"We are food for the children
and squirrels", they say,
"And we'll help in the feast
of Thanksgiving Day".

35. This is the book that opens wide
To show the pictures
That are inside.
This is the umbrella
To keep us dry
When the raindrops fall
From the Cloudy sky.
This is the ball
So big and round
To toss in the air or
Roll on the ground.

36. I have a fine family here,
A family full of good cheer --
There's father and mother,
Sister, brother,
And Baby so cunning and dear.

37. The tiger roars,
The lion roars,
In tones quite
Loud and wild.
But I must speak
With a quiet voice
To be a well-bred child.

38. Fair Play

I like to help my mother
With her work each day,
For then I find that she has time
To join me in my play.

39. I squat on my knees,
I rise on my toes,
I go up and down,
Like a see-saw goes.

40. I wish I were a windmill,
A windmill, a windmill,
I wish I were a windmill --
I know what I would do.
I'd wave my arms like this, like this,
I'd wave my arms like this, like this,
I'd wave my arms like this, like this,
And that's what I would do.

I wish I were a hammer,
A hammer, a hammer,
I wish I were a hammer,
I know what I would do.
I'd go like this -- bang-bung, bang-bung, bang-bung,
I'd go like this -- bang-bung, bang-bung, bang-bung,
I'd go like this -- bang-bung, bang-bung, bang-bung,
And that's what I would do.

41. One little finger,
Two little fingers,
Three little fingers tall,
Four little fingers,
One little finger --
Now you've seen them all.

42. This is the choo-choo train
Puffin' down the track.
Now it's going forward,
Now it's going back.
Now the bell is ringing,
Now the whistle blows.

44. In my house are windows two
(Point to eyes)
Shining clear and bright.
I can drop the curtains down
(Close eyes)
Shutting out the light.
Open, shut them, open, shut them --
I can see your windows, too,
Letting in the light.

46. In the morning when these
Finger people wake up,
The very first thing they do
Is to each say: "Good morning,
Good morning, good morning, good
morning,
Good morning to you".
Now they've all come to __________
school.
Father, mother, brother, sister,
and baby, too,
And they each say
"Good morning, good morning, good
morning,
Good morning, good morning to you".

48. Two little eyes to see nice things to do,
Two little lips to smile the whole day through,
Two little ears to hear what others say,
Two little hands to put our toys away.
A tongue to speak sweet words each day,
A loving heart for work or play,
Two feet that errands gladly run,
Make happy days for everyone.

43. This little boy is going to bed,
Down on the pillow he lays his head.
He pulls the covers up snug and tight,
And that is the way he sleeps all night
-- Sh-h
In the morning, his eyes open wide,
He quickly throws the covers aside.
He jumps out of bed and puts on his
clothes,
Eats his breakfast,
And off to __________school he goes.

45. We rap, rap, rap,
And we clap, clap, clap,
And we fold our arms just so,
We look to the right,
We look to the left,
And we nod our head just so,
We stand up high,
Spread our arms so wide,
And we whirl around just so.
We point like this,
We point like that,
And we all sit down just so.

47. If I were a little flower
Sleeping underneath the ground,
I'd raise my head and grow and grow
And stretch my arms and grow and grow
And nod my head and say,
I like you, I like you, I like you.

49. The big, round sun
Is an April sky
(Form a circle with
fingers of both hands)
Winked at a cloud
That was passing by.
(Raise arms to form
large circle over head.)
The gray cloud laughed
As it scattered rain,
(Make rain with fingers)
Then out came the big
Round sun again.

50. Pitter, patter, pitter, patter
Hear the raindrops say.
But if a sunbeam should peep out
They'd make a rainbow gay.

Rumble, rumble, rumble, rumble,
Hear the thunder say.
But soon the clouds will be gone
And we'll go out to play.

51. "Wake up", said the little raindrops,
(Rise quickly from chair, then sit down)
"Wake up", said the sunbeams too
"Spring has come", sang a bird,
Then the little flowers heard
(Rise from chairs)
So they all woke up and grew.

SUPPLEMENT NO. V

SPEECH READINESS GUIDE

LESSON I -

Aim: To teach child to identify speech organs.

Directions: Point to lips. Make lips move. Point to tongue. Stick tongue out. Point to teeth. Click teeth.

Action game: Tune, "Mulberry Bush"

1. This is how my tongue comes out
   Tongue comes out, tongue comes out.
   This is how my tongue comes out
   Look, there is (put child's name here).

2. This is how it moves about, etc.
   Here is (put child's name here).

3. Now I'll make my lips go round.
   Etc.
   Look at (name) (put lips in rounded kiss position for this drill).

4. Watch my lips go up and down, etc.
   Look at (name) lips. (lips in chewing fashion)

5. Listen to my teeth click, click,
   That sounds funny.

LESSON II -

Aim: To teach child speech exercises which will aid in control of speech organs.

1. Chewing
2. Sneezing
3. Coughing
4. Biting bread
5. Smiling
6. Kissing
7. Humming
8. Licking lollipop
9. Drinking through straw
10. Lapping
11. Licking jam off upper lip

Lip Exercises -

1. Round lips, show picture of owl and make an "oooo" sound.
2. Round lips, show picture of baby sleeping and make sound "sh sh".
3. Round lips, show picture of person blowing and make "wh wh" sound.
4. Round lips and pull lips back into a grin giving "ooo" sound with lips rounded and "eese" sound with lips in grin position.
5. Close lips and hum.

Drill: Open, close, and open, close. Repeat.

Introduce situations which may create a desire to talk. Use toy phones, flannel board and pictures.

Action game: Tune "Old MacDonald's Farm". Use pictures of dog, cat, bird, pig. Use one animal a day.

Sing:
Little (child's name) had a yard, ee i, ee i, oh.
And in that yard he had a dog. Bow-wow, Bow-wow-wow.
Bow-wow soft, Bow-wow hard (EMPHASIZE)
Bow-wow at the cat in the yard
Little _________ had a yard, ee i, ee i, oh. (REPEAT FOR OTHER ANIMALS)

Do not attempt to teach entire song at one time. Collect appropriate pictures and objects to accompany each verse. After child becomes familiar with the idea and words he will enjoy participating and doing fast, slow, high, low - four important concepts concerned with speech.

LESSON III -

Aim: To increase child's understanding of words. Use action pictures. Child prefers actions. Use action music. Tip toe, hop, jump, run, etc.

LESSON IV -

Aim: To teach child that sounds are meaningful. Show pictures of the following and attempt to get the child to imitate: Baby crying, baby laughing, baby with lips closed (humming sound), person talking on phone.

Blow feather and soap bubbles.

SUPPLEMENT NO. VI

WRITING

The Sequence

1. Large Muscle Activity

   a. Encourage the child to do free scribbling with full-arm motion.

   b. The child should be urged to make a push-pull stroke with his pencil or crayon. He will probably do better if he loops into the reverse action rather than lifting his pencil and attempting to repeat the action.

   Play "You chase me", an early step toward controlling direction. Using a large sheet of paper, the teacher places a brightly colored block on the paper. The child is supposed to push his crayon to the block. The teacher then moves the block to another spot and the child pushes the crayon to that spot. This continues in the same manner. This can be lots of fun as the teacher speeds up the game. If the child's name is simple or short, it's fun to end up with the name "written" in very large letters.

   c. Inscribing large circles may emerge from scribbling or from the push-pull activities. Making large circles should be directed, with the teacher guiding the child's hand. As the child begins to guide his own hand he should be encouraged to inscribe large circles in the air -- then on paper.

2. Progressing to More Controlled Direction

   a. When the child shows that he is gaining control of the production of large circles, start helping him to make smaller ones. Use smaller paper to urge smaller circles.

   b. Vertical crosses should be mastered, followed by oblique crosses. Do not mix these tasks. One definitely comes before the other.

   Draw a horizontal line, from left to right, about two inches long. Then cross it with a vertical line of the same length, drawn from top to bottom.

   Indicate that the child should do it too. If he does not proceed, the teacher should cover his hand, holding the pencil with him, and draw the crisscross saying: "Like this (rising inflection in voice) and like that (falling inflection in voice)". Make a few crosses, guiding his hand, then wait to see if he will try it. If not, the teacher should draw the horizontal line, wait, and then urge the child to draw the vertical line. If he does not proceed, guide his hand a few times. If he continues to be unable to do it, go back to some of the easier games where success is assured. Proceed with the oblique crosses in the same manner. However, the oblique crosses should not be attempted until the child has good control of the square of vertical crosses.

c. Learning to confine lines within specified limits is started with the "railroad-track" game. Two black parallel horizontal lines -- the tracks -- are made by the teacher. Start from left to right. Use a small toy engine and chug along the tracks as the teacher draws the ties. Trains can't run without ties, so ties are drawn on the tracks from top to bottom as the train progresses. This compels a left-to-right progression. The child is urged to draw ties for the train as the teacher moves the train from left to right.

3. Using Visual Motor Control to Produce a Configuration with a Definite Meaning

The patterns for tracing are numbered in difficulty. The first two patterns are very simple to trace, so the child is assured of success.

A new pattern is presented only when a good tracing and a good reproduction are produced on several successive days.

The patterns are designed to guide the child to inscribe lines and to shift in all directions. The lines are presented in pairs or in 3's to help the child see that 2 or 3 lines may belong together.

The geometric patterns are presented to guide the child in shifting direction of the pencil to create a unit -- one complete thing that has a name, a very special name. Naming the circle, square or triangle is the beginning of symbolic production.

When the child seems able to do a good tracing for a few days in a row, shift the tracing to reproducing without tracing. Paper the same size as the tracing paper is necessary, as mentioned above.

As early as possible, without risking frustrations through trying to produce such difficult letters as "s, e, or r", the teacher should make a tracing card with the first letter of the child's name in capital. Inscribe three of these letters to a line, repeating the line three times. Use this for a tracing exercise as soon as the teacher feels the child is able to do it. (Can shift direction, control length of lines and size of circles.)

By the time the tracing patterns are finished and each pattern can be satisfactorily reproduced, work on the child's own name should proceed.

Naming the geometric figures as he traces and reproduces them, the child has learned that certain configurations have names. He is "writing" something that means something. He can recognize his own printed name long before he is introduced to the process of learning to write. He is probably naming common objects in pictures and using many words in communicating.

Use the shortest or most easily written nickname. "Bob" is surely much easier to write than "Robert". Do not write the child's name in capital printing. Write it correctly, with the capital letter, and correct Kittle small-letter manuscript. It is just as easy to do it correctly.

Make a special new tracing card with the child's own name printed with a felt pen in manuscript 1½" to 2" high. If the name is too long, turn the card and tracing tablet sideways.

Provide heavy, black base lines with a lighter top line. Inscribe a mid line to limit the lower-case letters. Allow ample space between sets of lines.

The child traces his name and then reproduces it, placing each letter directly below the traced pattern letter. If he has trouble, he may move up and retrace as often as he wants to.

Practice for writing his own name is an individual task when the child is ready. Help for this should be planned for in the daily program.

Never hesitate to go back to an easier step to assure success at the end of a lesson if failure seems imminent.

As the child is working on writing his name, writing numbers and words useful in a school day comprise the subject matter for practice.

Writing all the words used in "reading" serves as a reinforcement and is a strong motivation. These known words have definite meaning, as they are used in everyday life around school. The following list is given as suggested words for writing:

Suggested Words:

own name
address
telephone number
name of school
Teacher's name
Driver's name
GYM
Nursery
OFFICE
KITCHEN
SHOP
STORE ROOM
BOILER ROOM
Playground
Music
Art
BOYS
GIRLS
MEN
WOMEN
LADIES
GENTLEMEN

OUT
IN
PUSH
PULL
UP
DOWN
towels
napkins
tissue
soap
cups
cleanser
Bleach
detergent
  (use name
   in caps)
Flag
games
books
Toilet
Clean up
Wash hands

wash dishes
put away
milk
coffee
tea
glasses
plates
trays
brushes
combs
dry
bathroom
WAX
POLISH
Blankets
Cot covers
Cot parts
ROPE
Rake
SUGAR
FLOUR
BUTTER

Numbers (in order of usefulness in school)

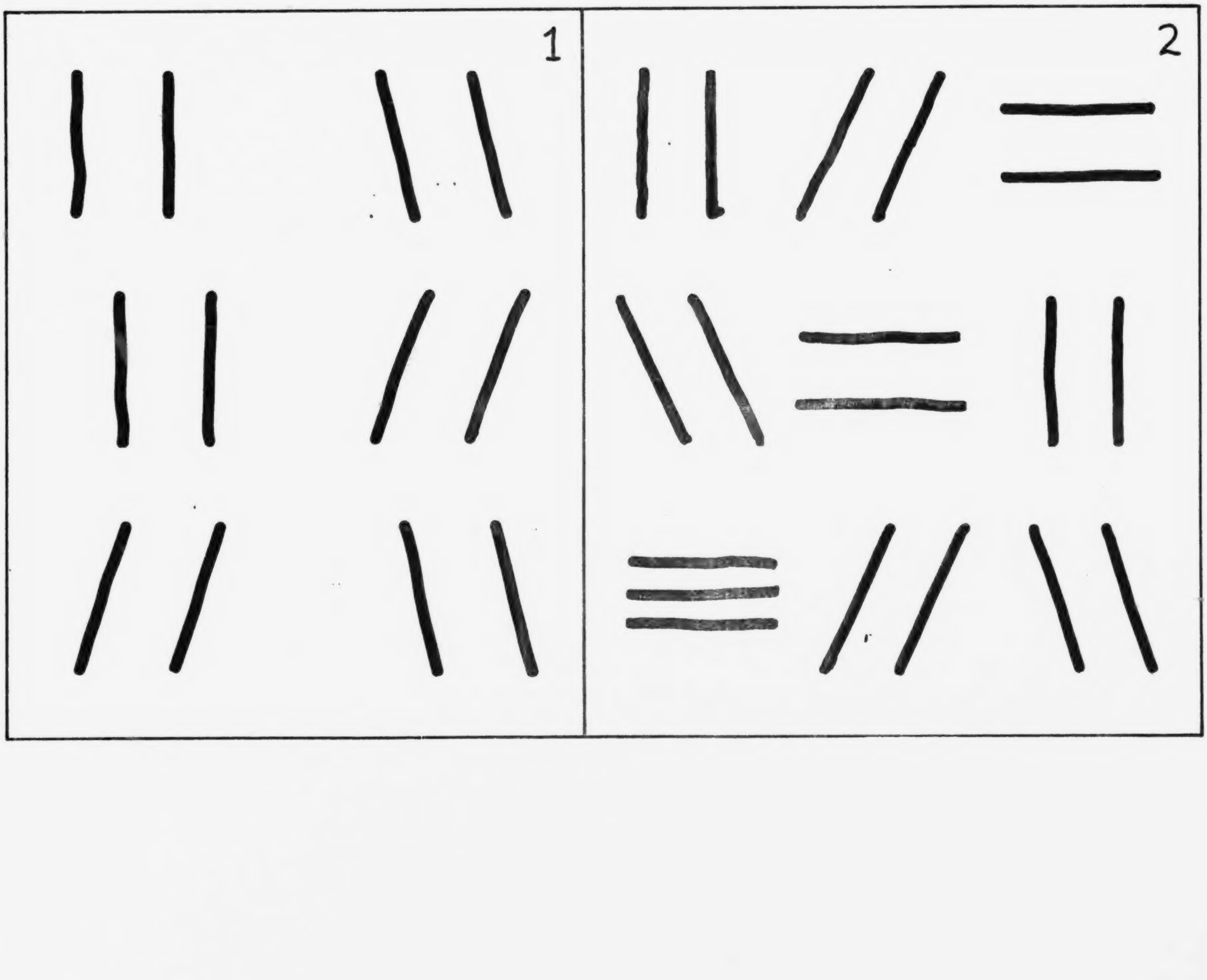
9, 10, 11, 12, 1, 2, 3, 4, 0, 5, 6, 7, 8,
large
small
pt.
pint
qt.
quart
1/2 gal.
half gallon
1 lb.
pound
doz.
dozen
1/2 doz.
1/4 doz.

Based on "Handwriting" - Sequence for Teaching - from "Trainable Children" by Julia Molloy.

20. Patterns for Tracing Charts

Used in Teaching Handwriting

BLACK AND WHITE CHARTS



ORCHARD SCHOOL

8600 Gross Point Road
Skokie, Illinois

Dear Parents:

Conferences with all parents of children enrolled in our school are now being scheduled. These conferences are scheduled twice a year. Special conferences will be held whenever requested by either parents or teachers.

These conferences are being scheduled on ____________

in the evening, to enable BOTH parents to be present. It is most important to keep appointments promptly so full time can be profitably used.

Please detach, sign and return the appointment sheet below so that we may complete our schedule with maximum convenience for all.

Sincerely,

ORCHARD SCHOOL

____
Director

Date of Conference ____________________

Time ____________________

Teacher ____________________

(Keep this part)

- -

(Return this part) PARENT - TEACHER CONFERENCE

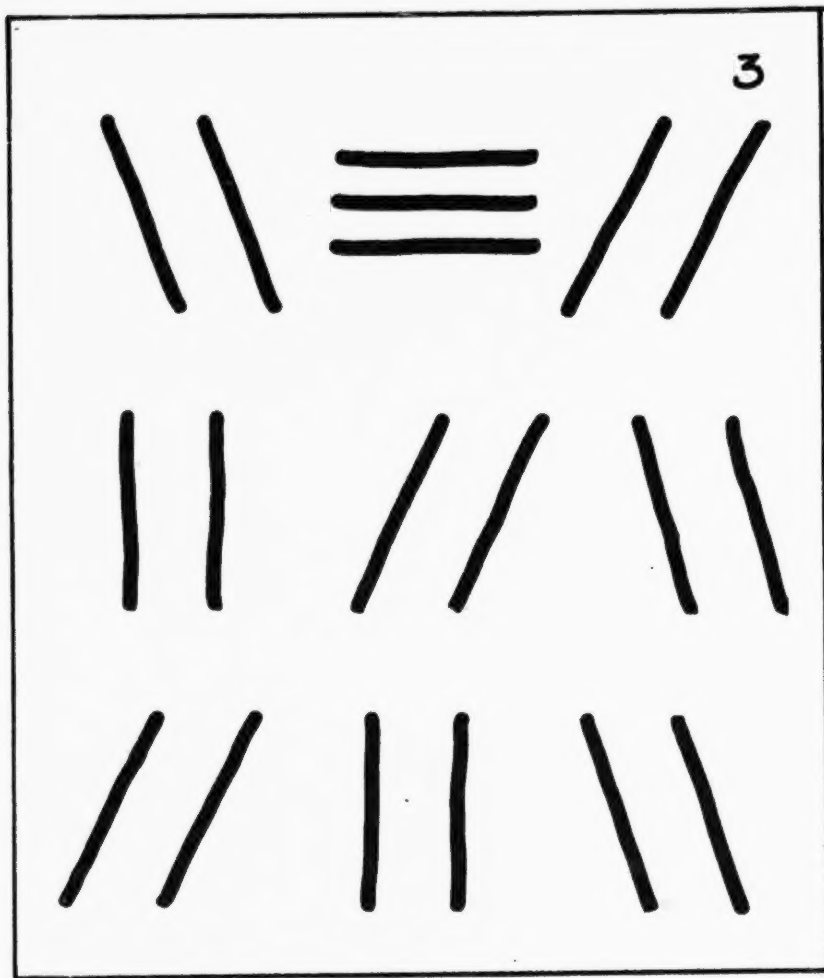
Date ____________________ Time ____________________

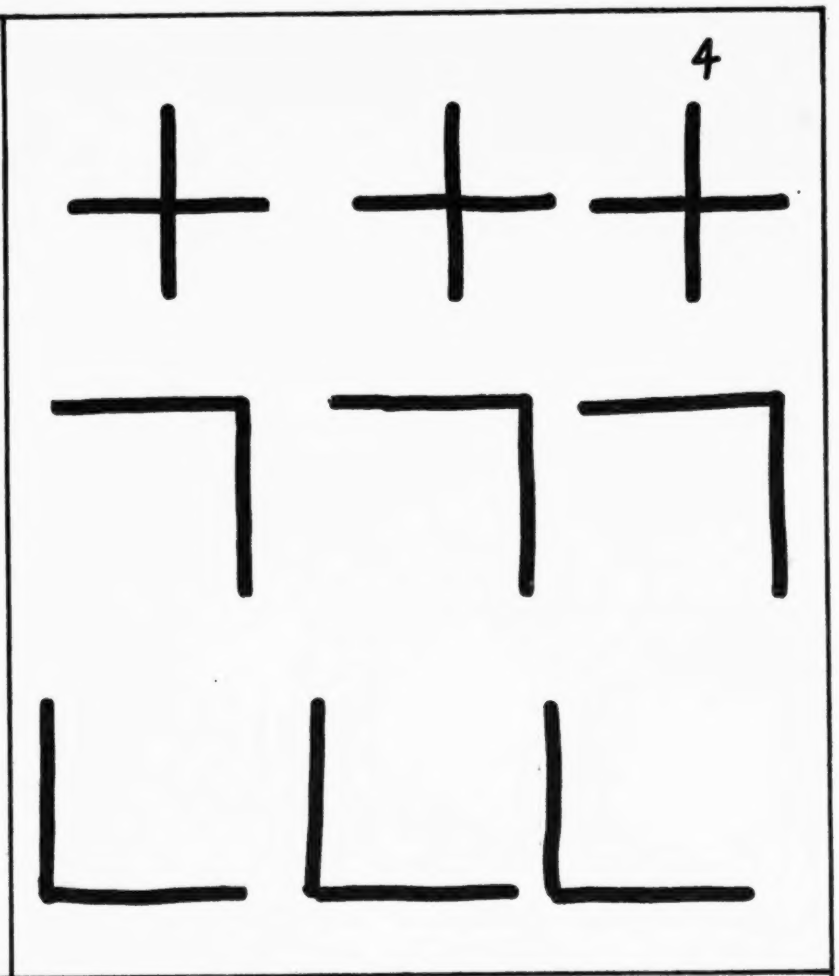
Teacher ____________________

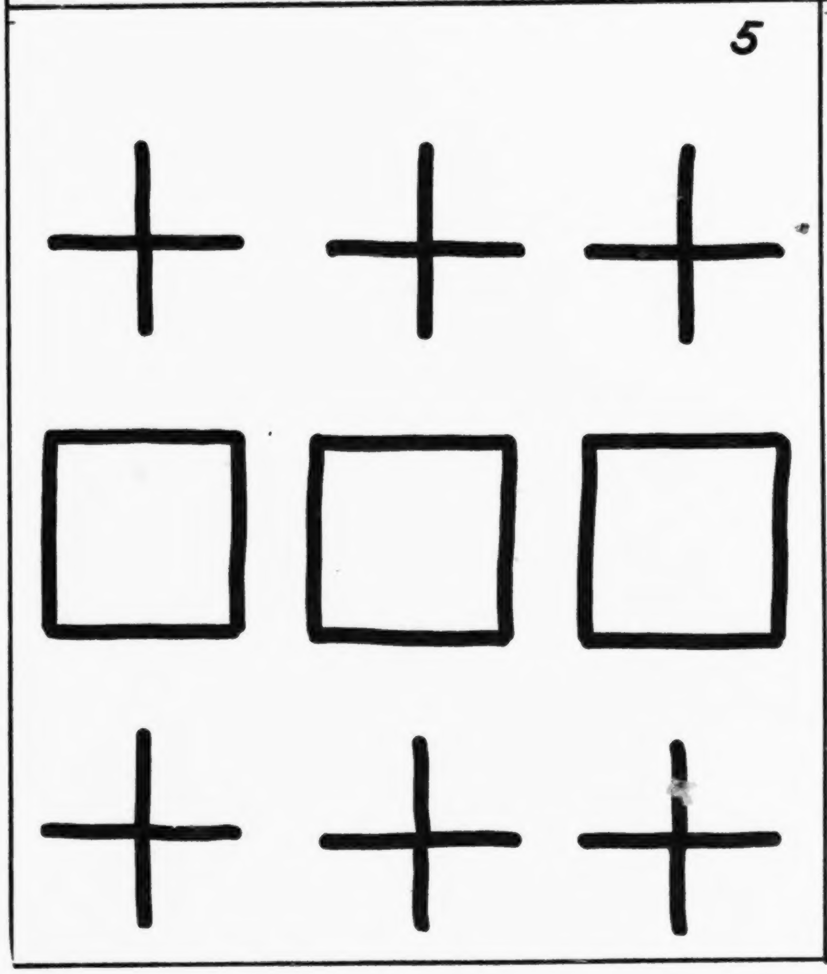
____
Parent's Signature

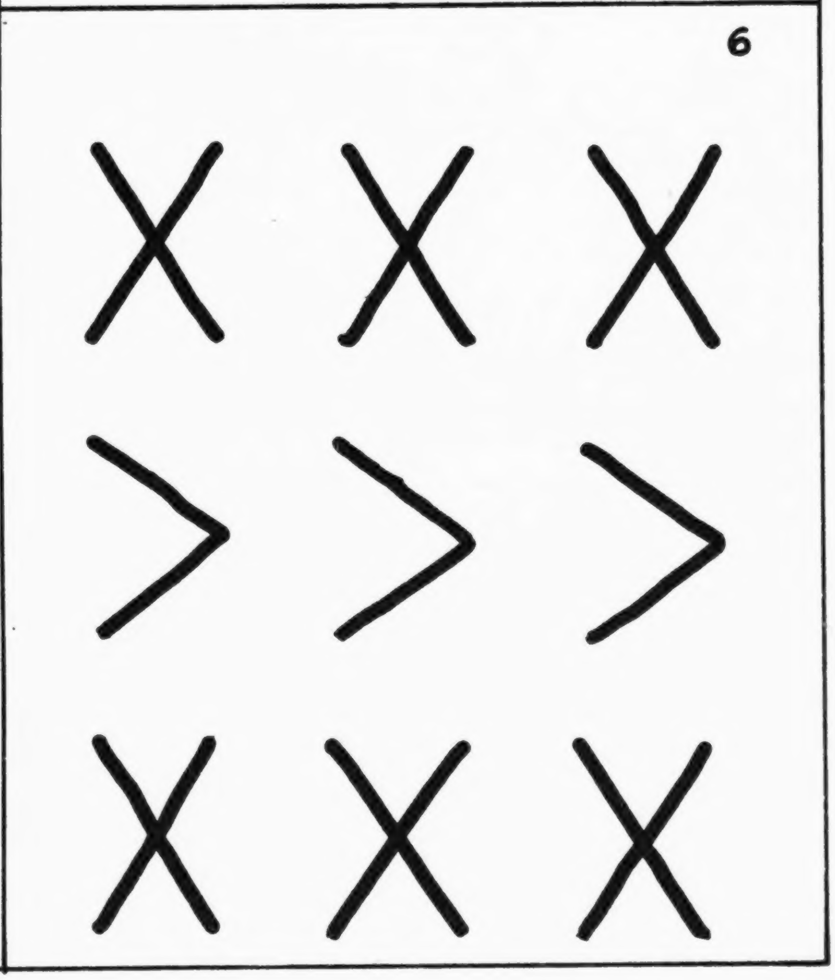
Please sign and return to school office promptly.

PATTERNS FOR TRACING CHARTS USED IN TEACHING HANDWRITING

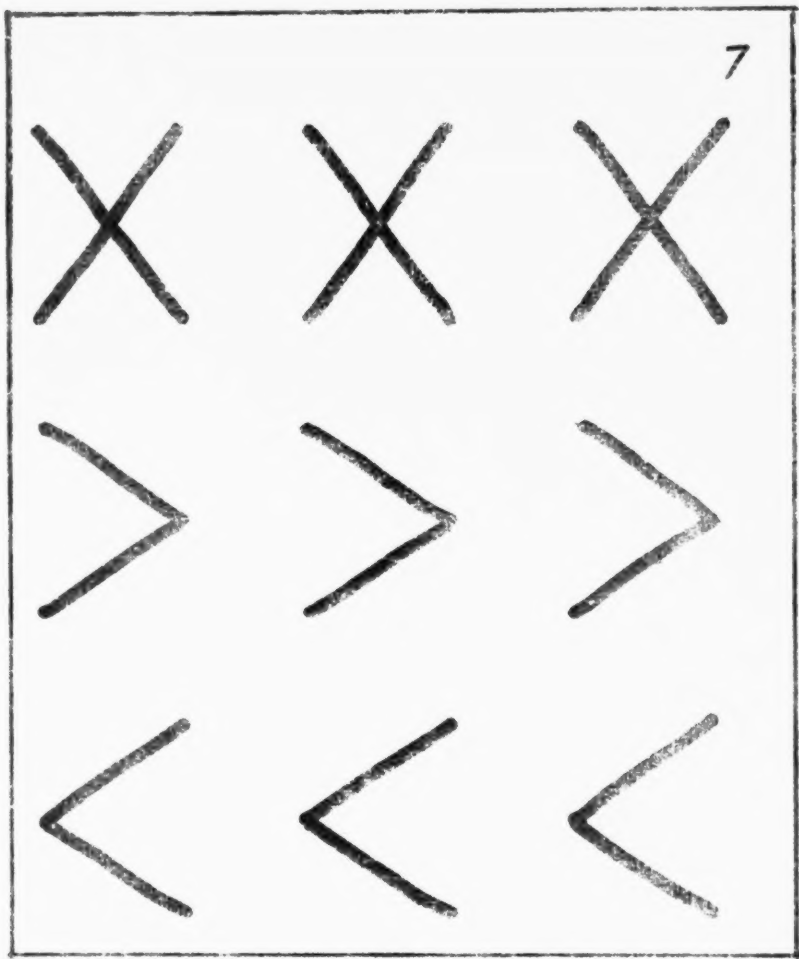

3


4

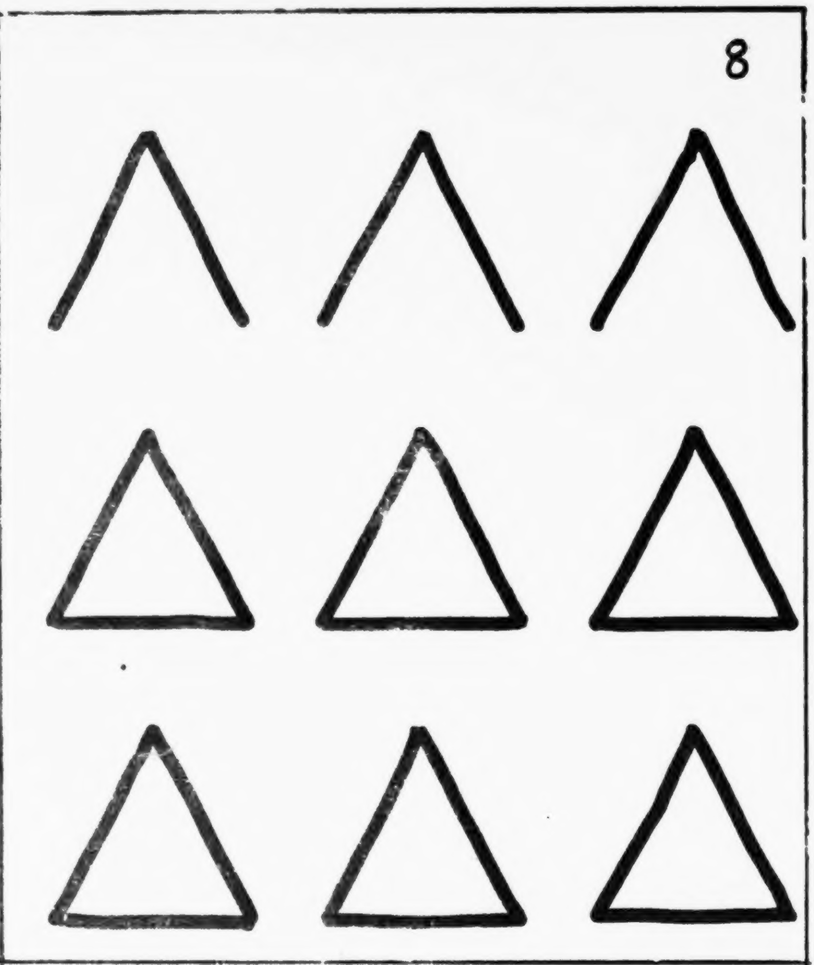

5


6

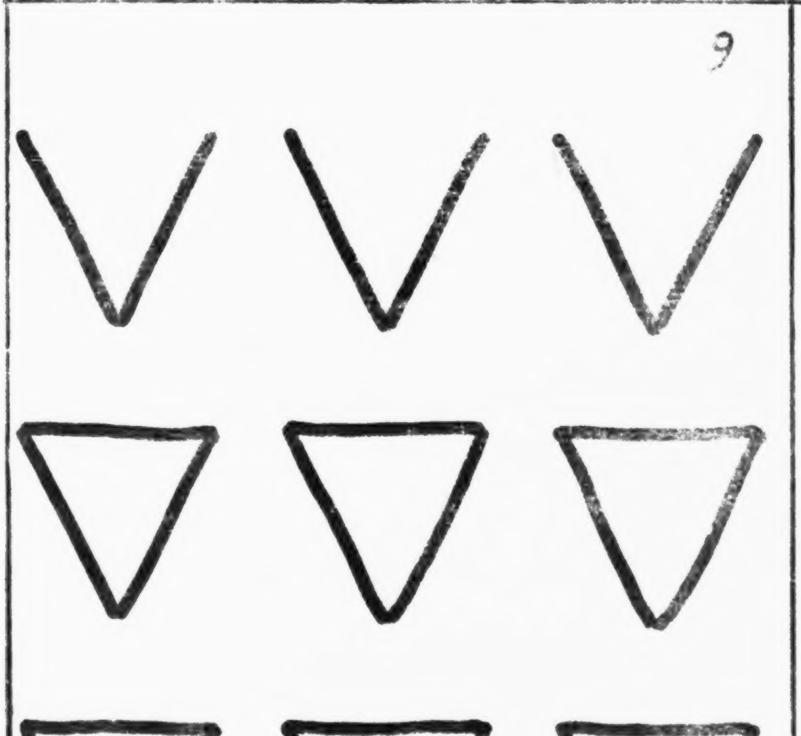
7



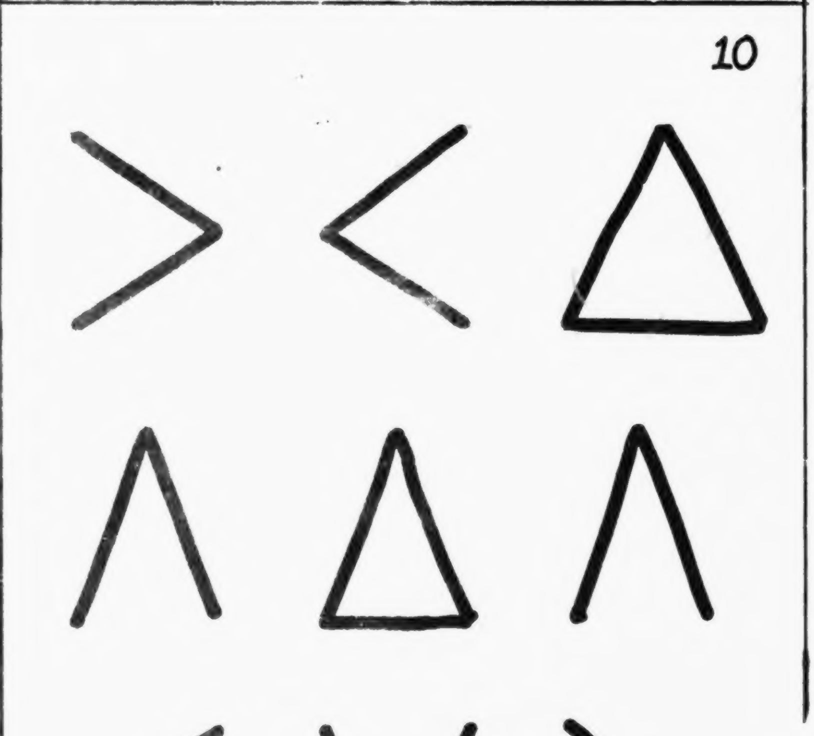
8



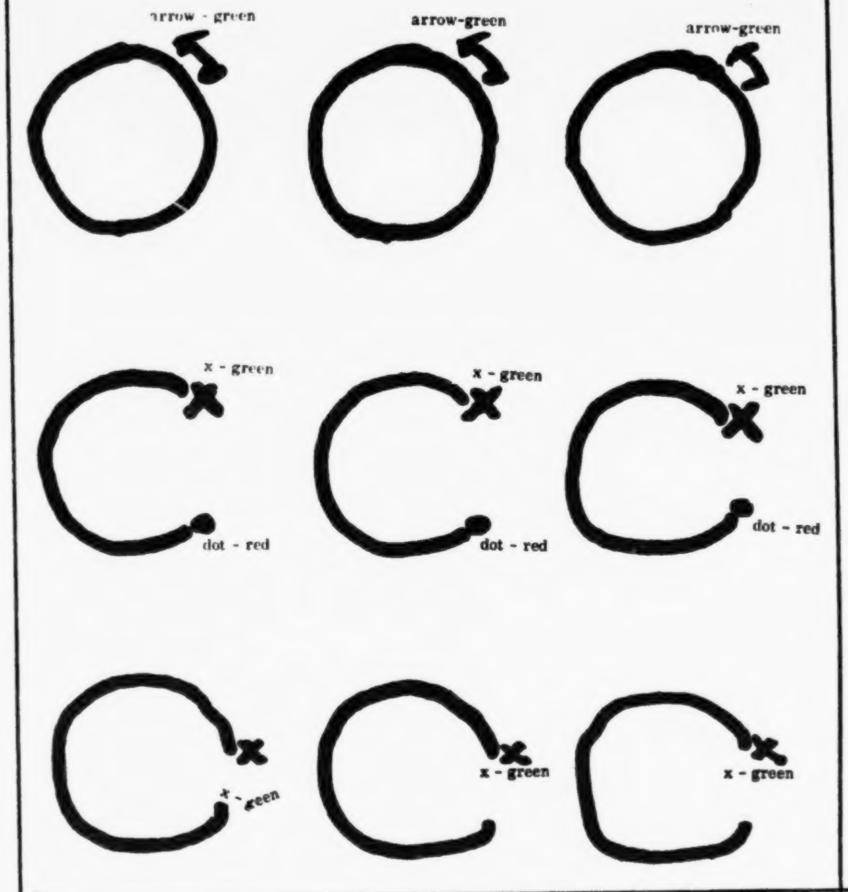
9



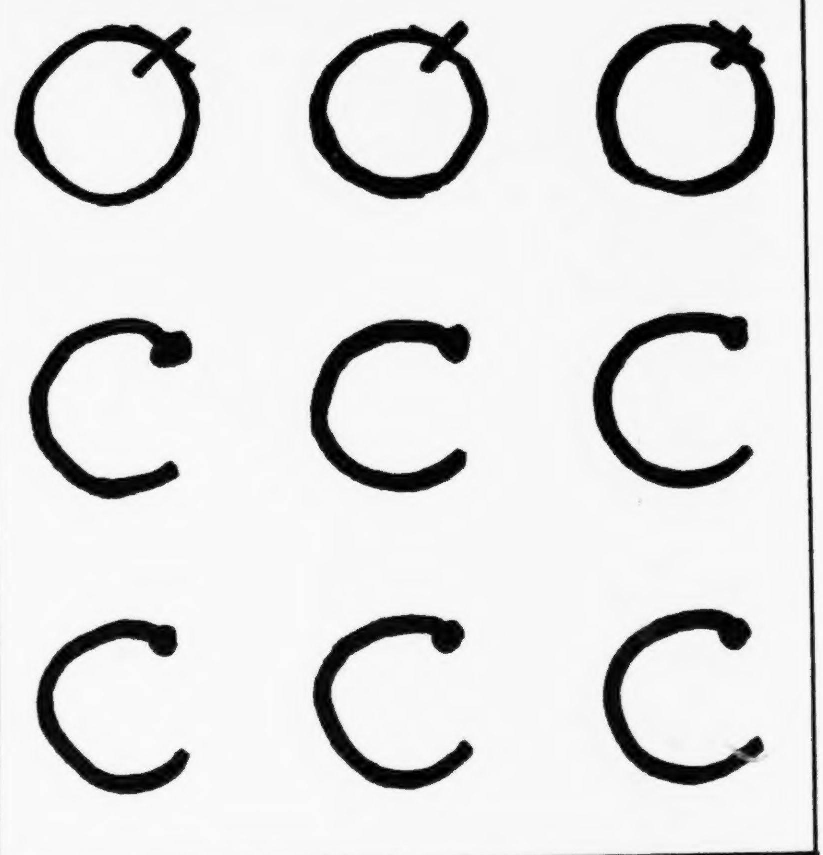
10



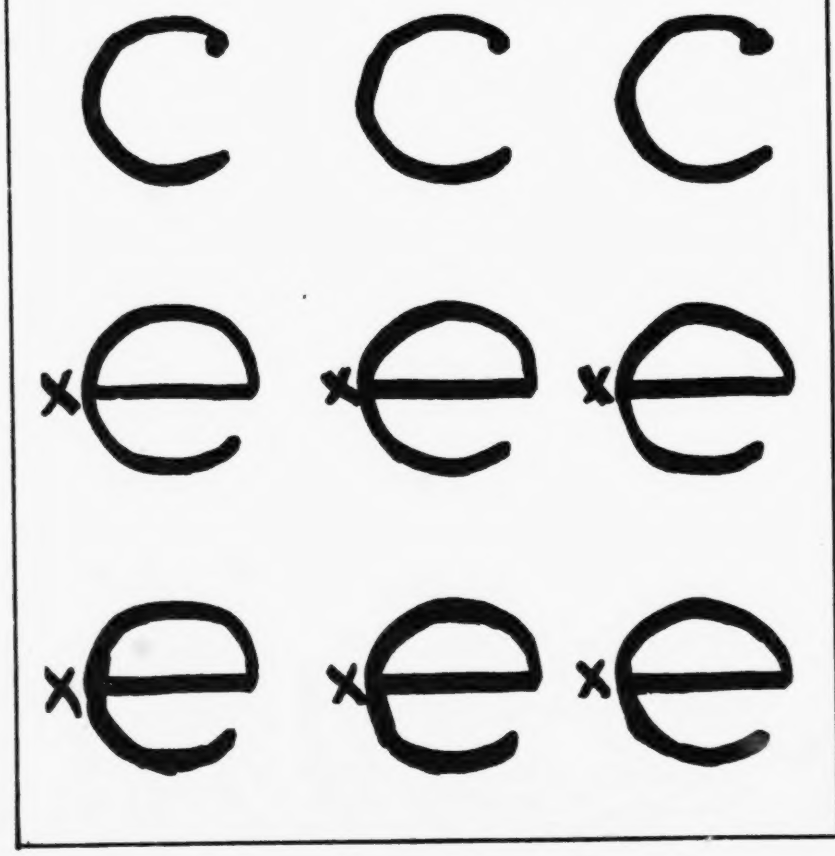
11


arrow - green
arrow-green
arrow-green
x - green
x - green
x - green
dot - red
dot - red
dot - red
x - green
x - green
x - green

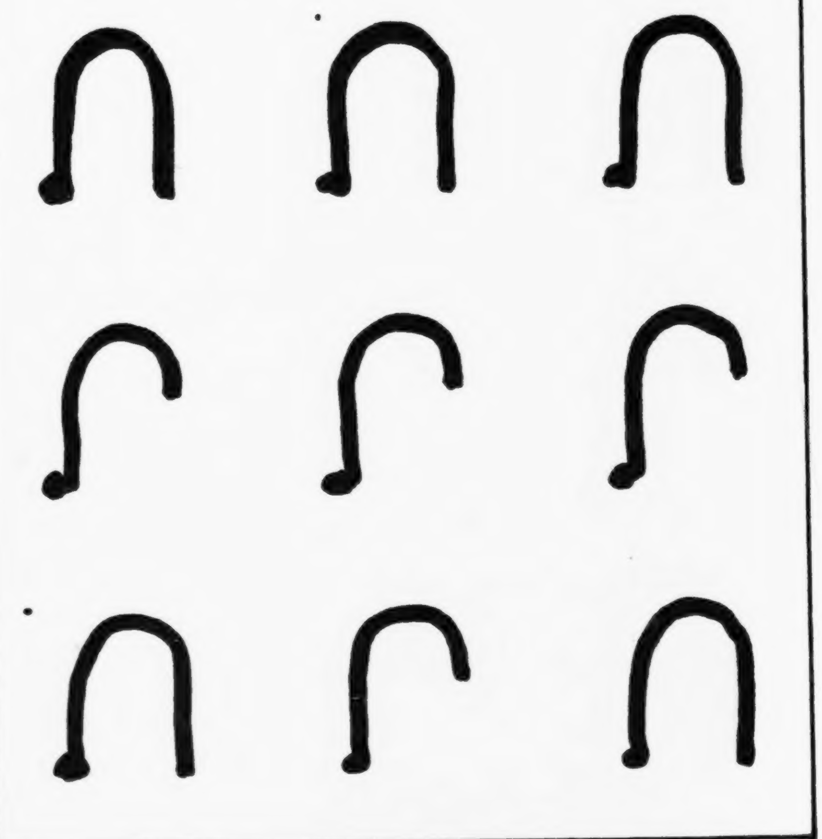
12



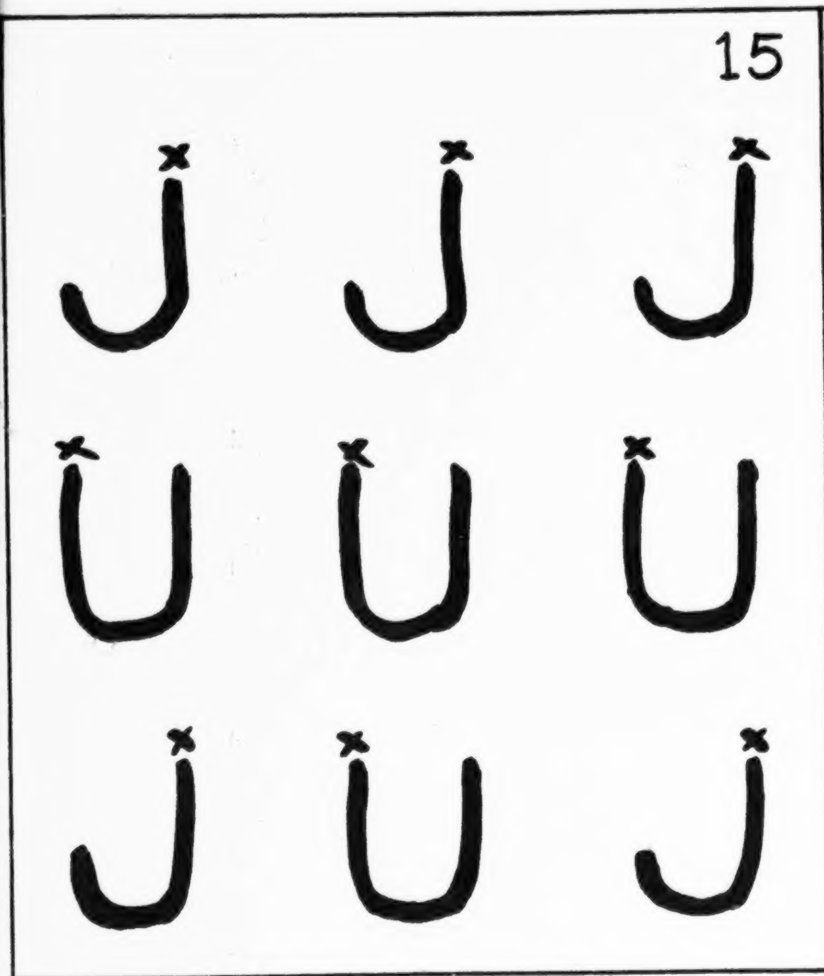
13



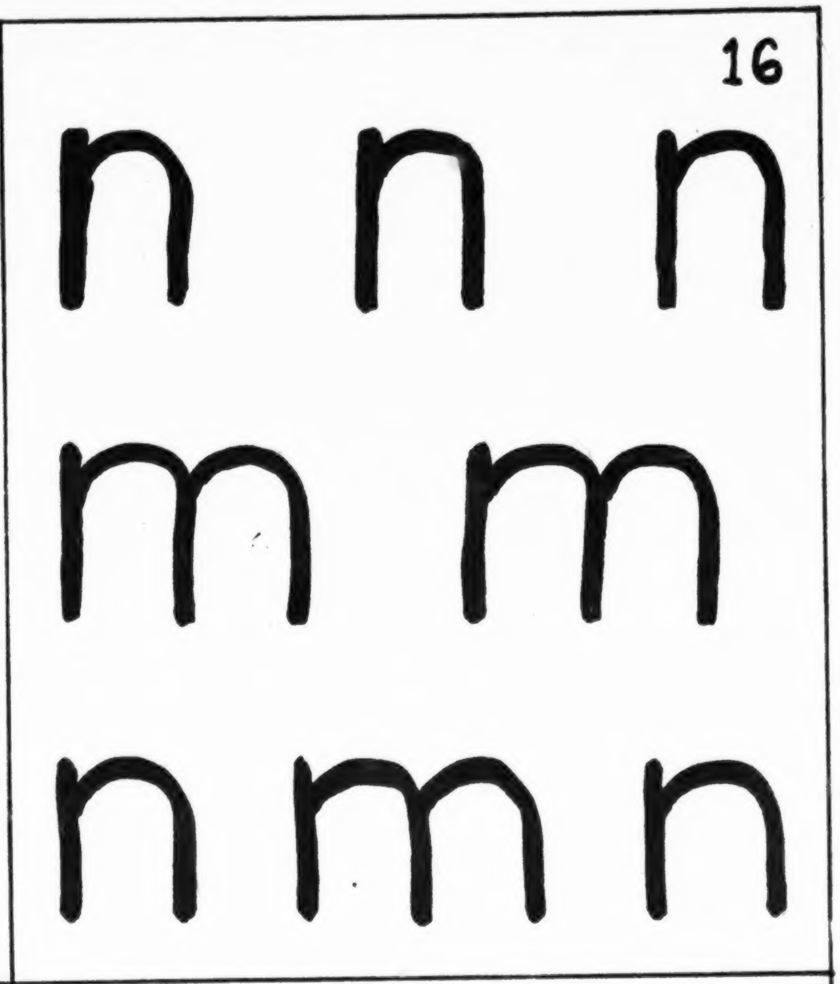
14



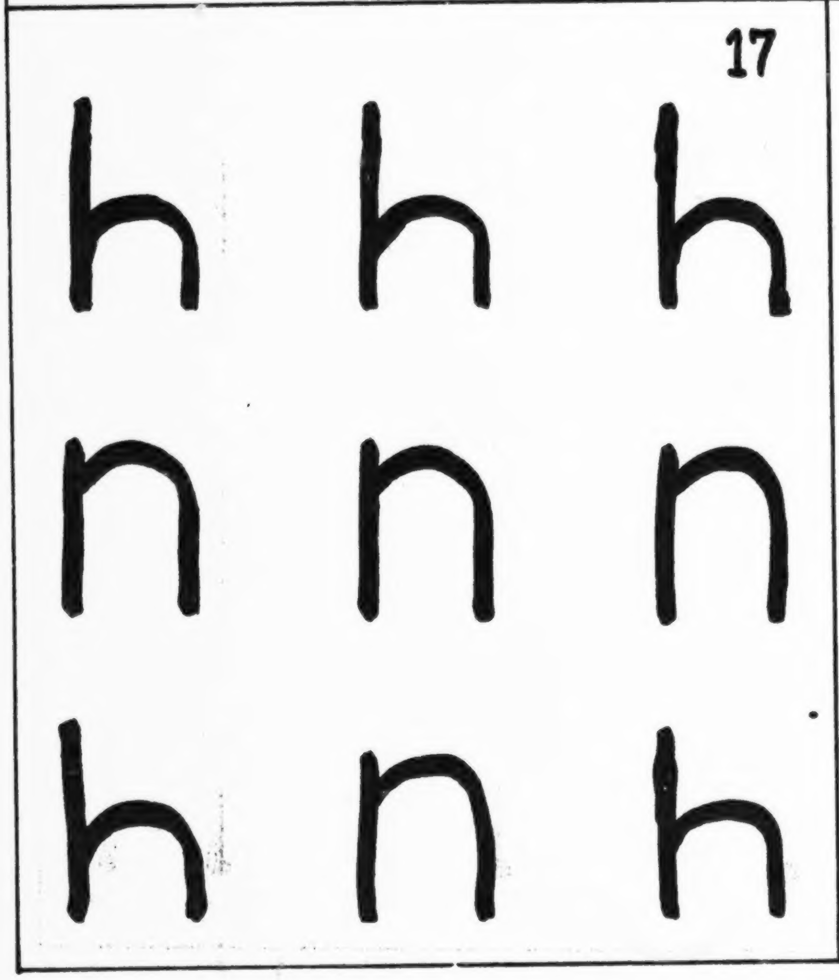
15



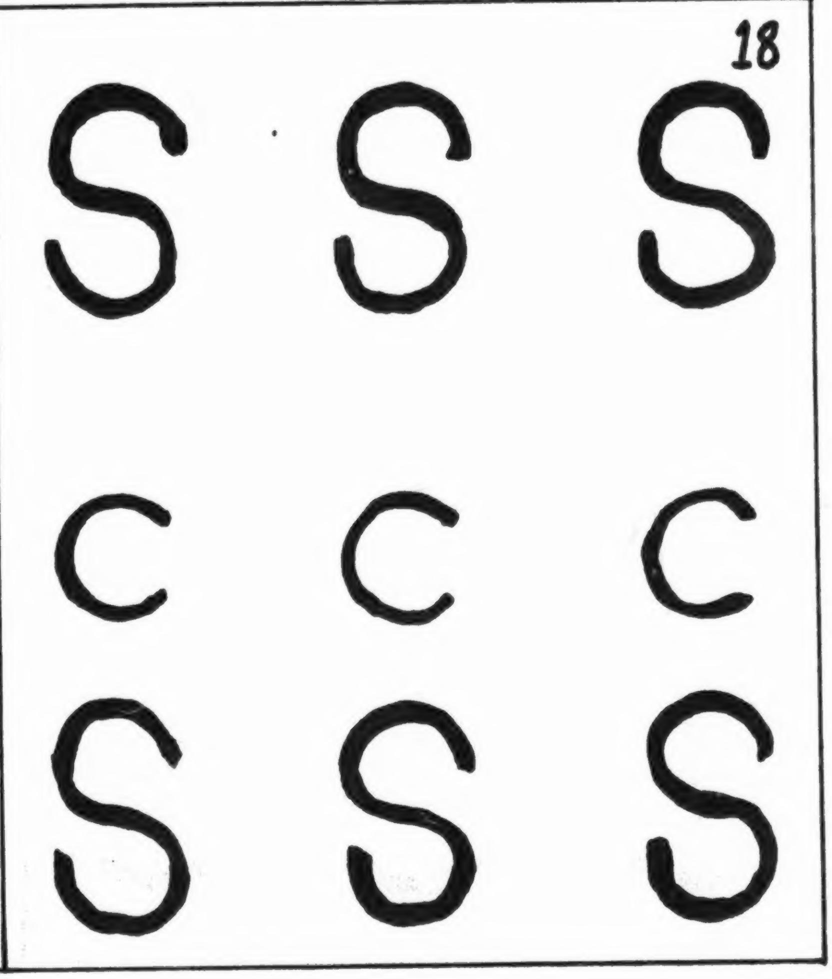
16



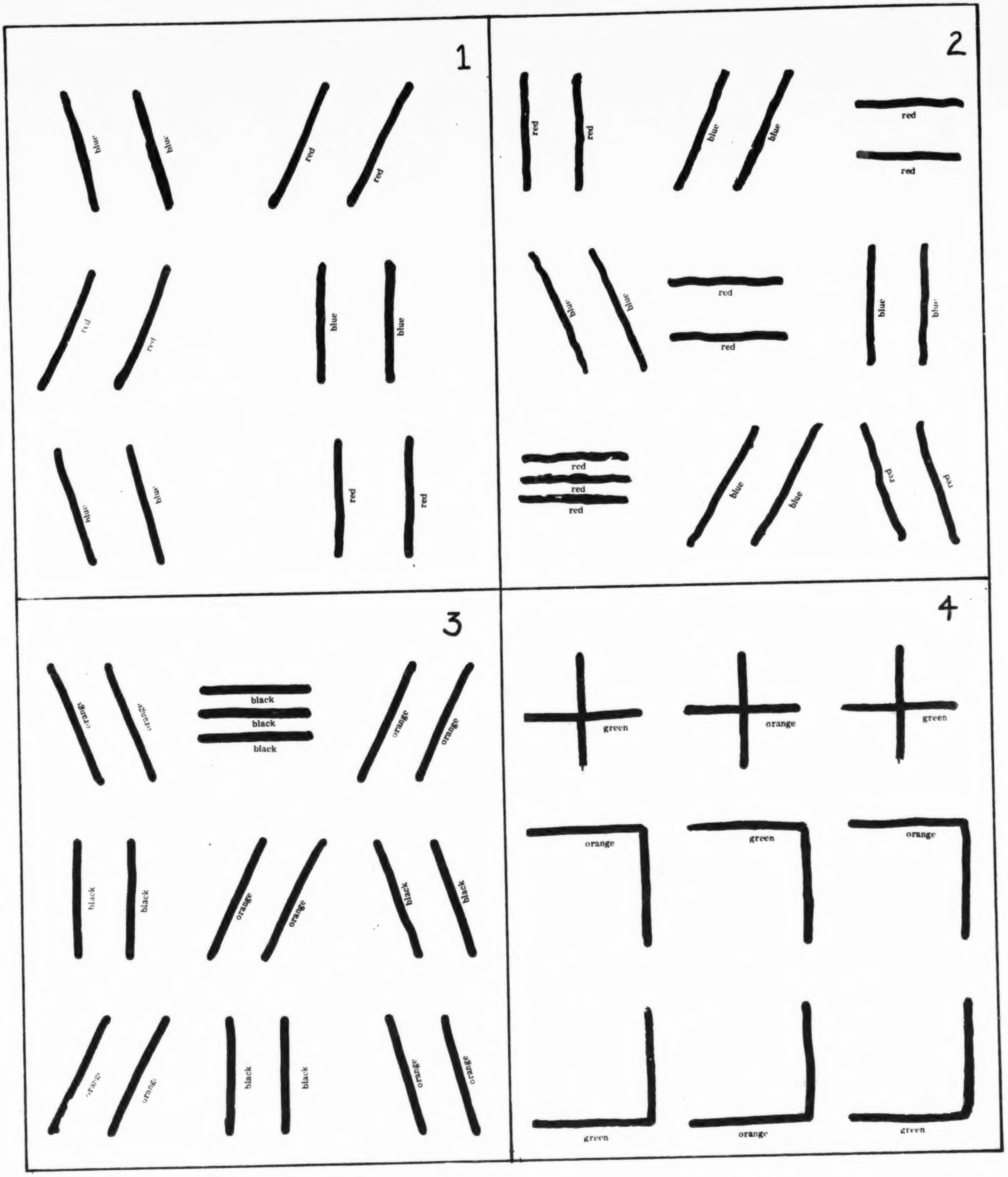
17



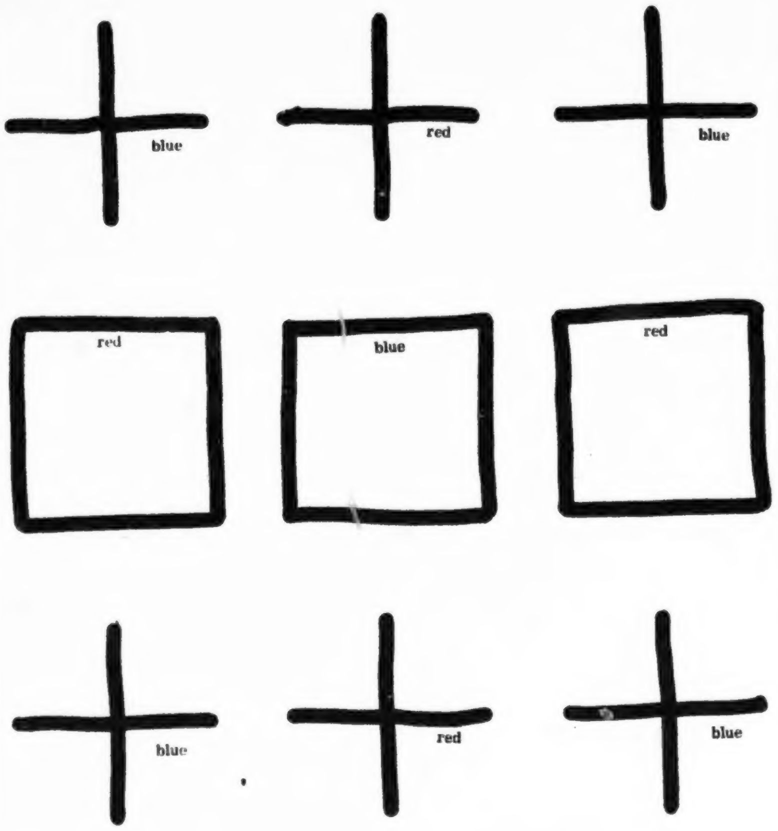
18



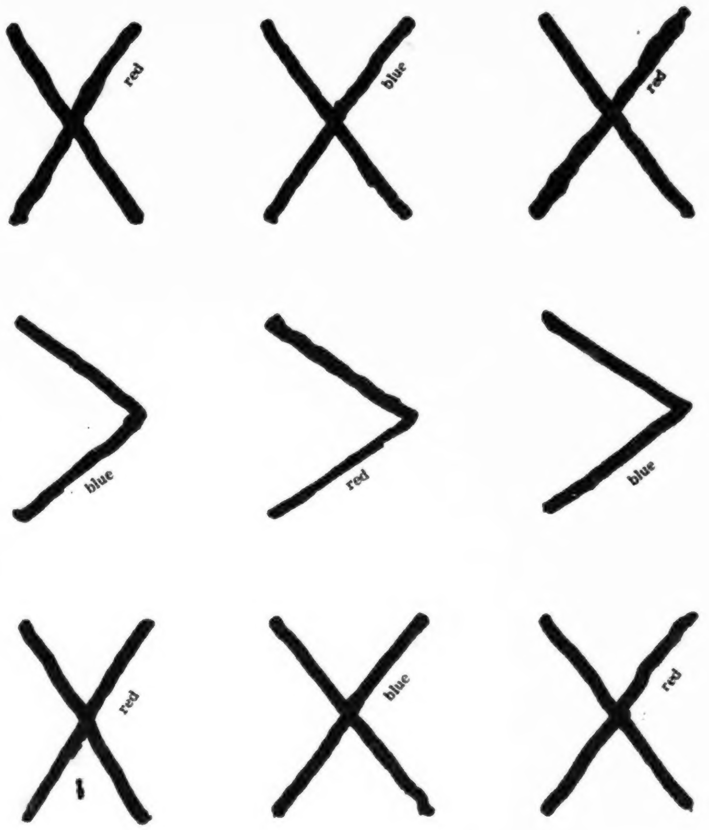
COLOR CHARTS


1
blue
blue
red
red
red
red
blue
blue
blue
blue
red
red
2
red
red
blue
blue
red
red
blue
blue
red
red
blue
blue
red
red
red
blue
blue
red
red
3
orange
orange
black
black
black
orange
orange
black
black
orange
orange
black
black
orange
orange
black
black
orange
orange
4
green
orange
green
orange
green
orange
green
orange
green

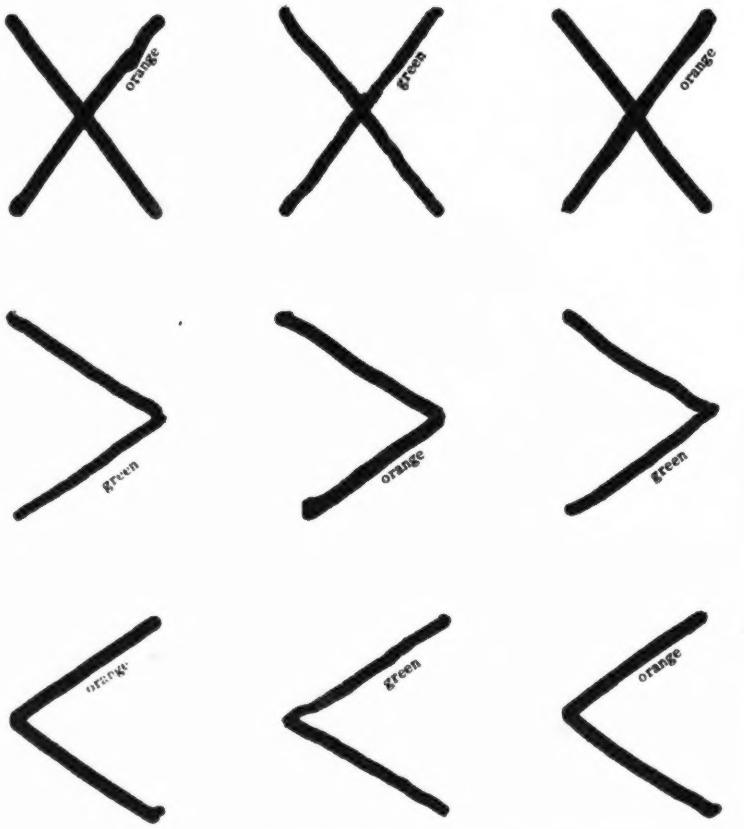
5


blue
red
blue
red
blue
red
blue
red
blue

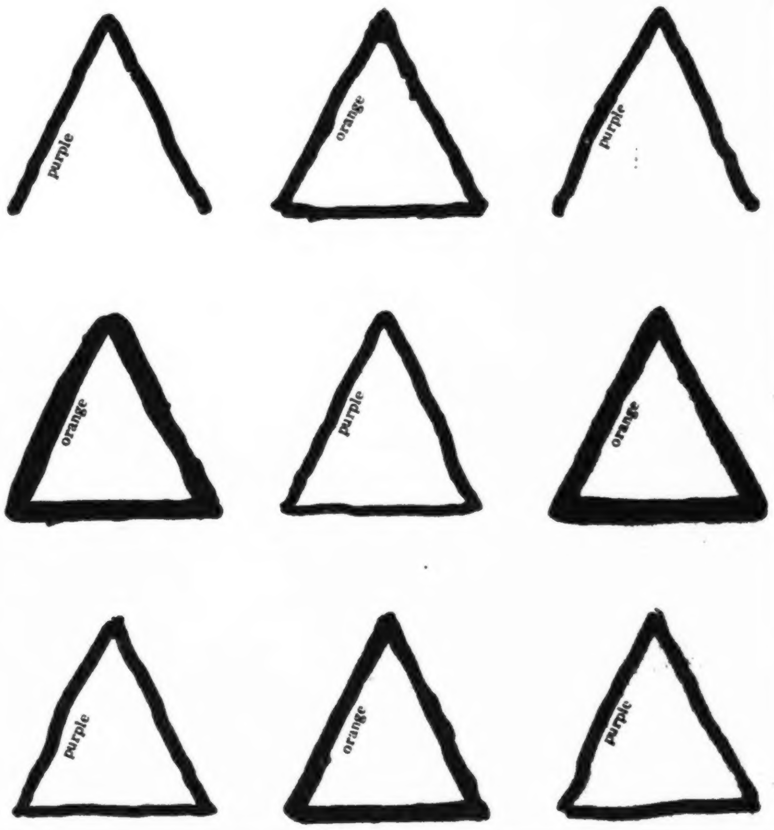
6

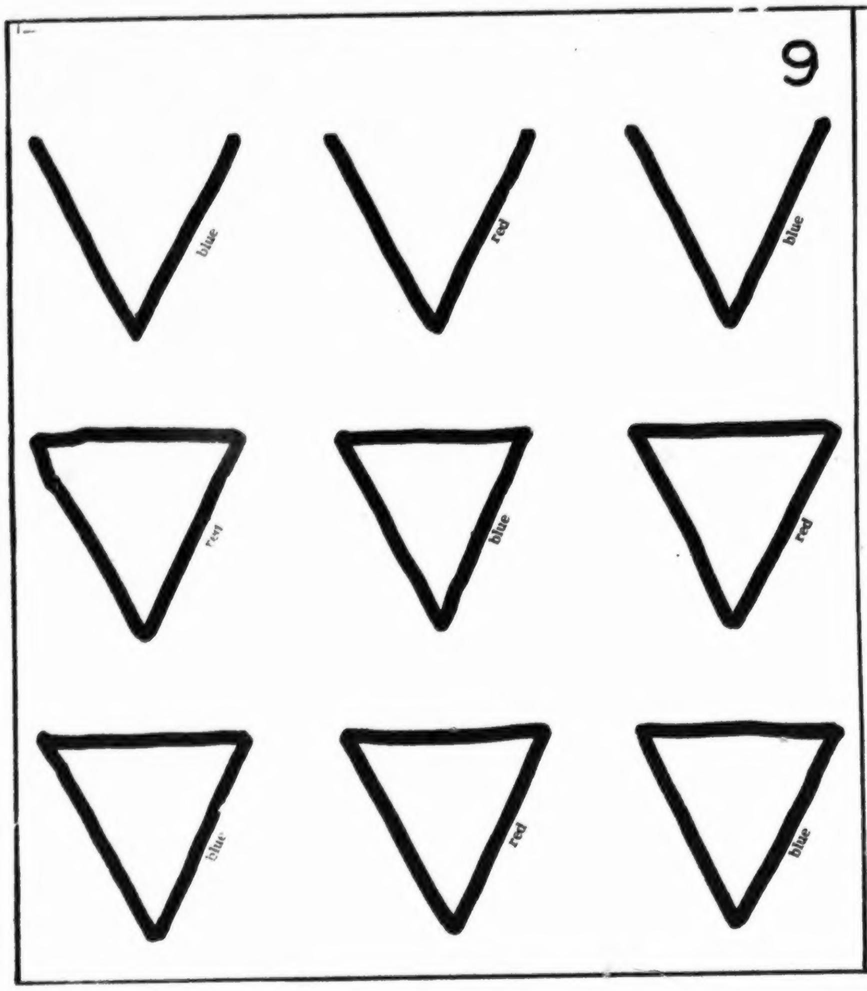

red
blue
red
blue
red
blue
red
blue
red

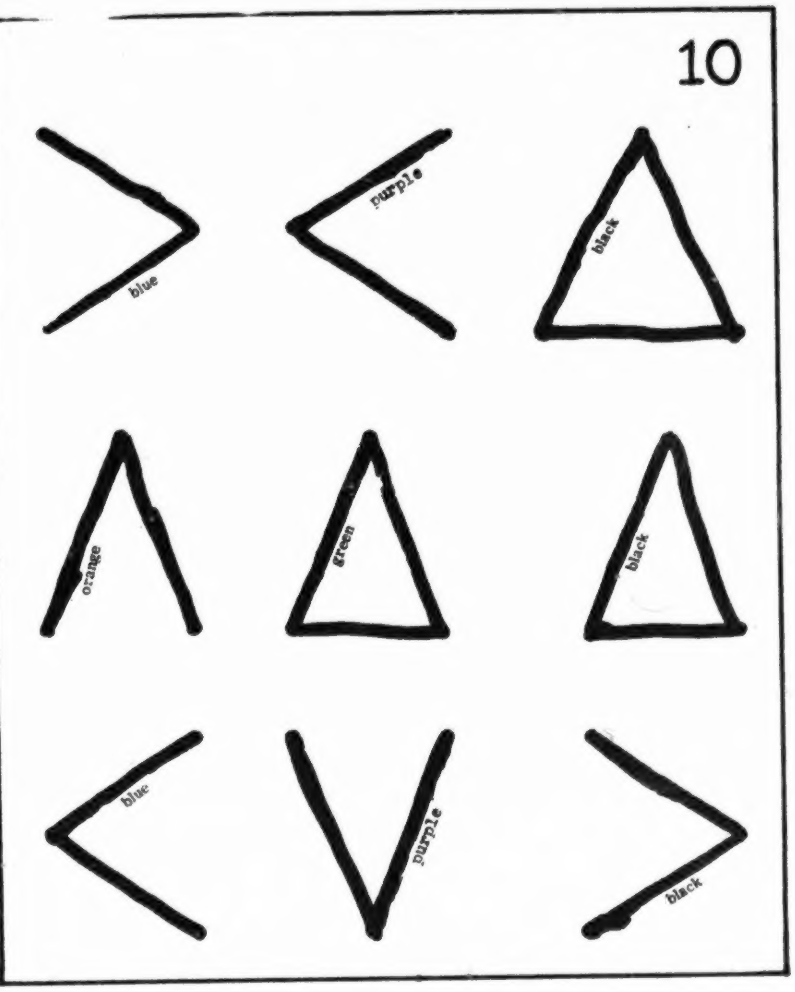
7


orange
green
orange
green
orange
green
orange
green
orange

8


purple
orange
purple
orange
purple
orange
purple
orange
purple


9
blue
red
blue
red
blue
red
blue
red
blue


10
blue
purple
black
orange
green
black
blue
purple
black

SUPPLEMENT NO. VII

BEHAVIOR TRAITS WHICH MAY REQUIRE DISCIPLINARY ACTION

I. Anger. This is often shown by a retarded child because he cannot make himself understood. Try to avoid but let a child work it out in an acceptable way - - punching bag, painting, etc. A retarded child, as with a normal child, should not always be given what he wants. Sometimes anger is felt and not shown.

II. Hitting. Hitting another child first should be discouraged, as with a normal child. Hitting an adult should be met with a firm "No", and if necessary, hold child's hand.

III. Temper tantrums. These can often be stopped by ignoring or removing the child from the group or room, saying "we do not act this way. You may come back when you can behave".

IV. General disobedience. Remove child from the group or room saying "we do not act this way".

V. Tipping over chairs. Place the chair right side up, or have child do this, and set the child in the chair saying, "this is what a chair is for". Continue each time a chair is tipped over.

VI. Taking away toys from another child. Handle this as with a normal child by making the child give back the toy and saying "you may have it when it is your turn".

VII. Destructiveness. At first sign say firmly "no, no". If continued, remove book or toy from the child and say "we do not do this". Try again later.

III. Throwing toys or objects. As soon as a toy is thrown, make the child pick it up, saying "Pick it up". You may have to take the child to the toy, but make him pick it up. At first, if child refuses or does not seem to understand, place child's hand on toy and help replace it. If the child insists on throwing something, give him something to throw like a ball and put him in a suitable place for throwing.

IX. Biting. Keep a small rag doll for this purpose and say "this you may bite". Make the child bite the doll repeatedly.

X. Kicking. Fill a tow sack with crushed newspapers and make child kick repeatedly.

XI. Excessive crying. If a child cries continually when left by his mother, the teacher will attempt to divert him. Sometimes a familiar quilt brought from home will be used. The child will be allowed to lie on his quilt and the teacher will go to him and re-assure him. He will be shown his chair and reminded that we will be glad to have him join the group. The helper may take the child to the playground area if this helps. Sometimes crying will only last two or three days but may continue longer. The teacher will watch to make sure the child is not becoming too upset, and if this occurs, the parents will be notified. This should be a last resort.

XII. Hyperactivity. It is sometimes necessary to remove a very hyper-active child from the group and place him where there is little or nothing to distract. A screen may be used, but placed where the child can see the teacher. He will be brought into the group gradually and for a short period of time.

NOTE:

The teacher should evaluate each child to determine suitable method of handling the problem. (What works for one child may not work for another.) Let the punishment fit the misbehavior. Try to see things as the child sees them, and assist the parents in getting them to visualize the child's actions in the right prospective.

For a teacher to fully understand the child's actions, she should study the child's environment.

SUPPLEMENT NO. VIII

BASIC INFORMATION RELATIVE TO ESTABLISHMENT OF DAY CARE CENTER PROGRAM IN LOUISIANA

Authority

Act 561 of 1960 authorizes the State Department of Hospitals to develop day care facilities for the mentally retarded.

Definition of Day Care Services for the Mentally Retarded

The day care program for the mentally retarded in Louisiana has developed basically as a care program for severely retarded individuals who are living at home. Philosophically the program has two focal points. It is both child centered and parent centered.

It should be child centered on the basis of the belief in the worth of the individual - - in human dignity and in human rights - - and based upon the belief that the program can and will help each severely retarded individual enrolled to begin to reach his highest functional level.

A controlled environment is provided for the individual to function in while away from home. Self-care and self-help activities are stressed, as well as acceptable social habits. Habit formation activities constitute a large part of the program. Habit formation is stressed because learning in the ordinary sense is denied these individuals by reasons of extremely limited intellectual endowment.

The program is parent centered in that it is designed to relieve for several hours each day the constant care pressure that many parents are beset with. Optimum programming will also provide parent counseling services by trained professionals. These services are usually provided through the staff of the local mental health centers. However, if it is impractical for the mental health centers to provide this service, other community resources should be explored, such as public health, special education centers, welfare department, vocational rehabilitation, etc.

The day care service is a part of comprehensive programming for the mentally retarded. It is within the sequence of services that are currently available in Louisiana. It is designed to provide day care services for pre-school age individuals who have been psychometrically classified as trainable retardates and for individuals who psychometrically are classified below the trainable category beginning at as early an age as they can be successfully fit into homogeneous groups and continuing throughout their life span.

A program for the pre-school age group is generally characterized by activity comparable to that used in kindergarten activity but usually programmed in a slower and a more repetitious fashion.

Programming for the older retardates is sometimes referred to as activity center programming instead of day care. It varies according to the functional level of the group from a very simple activity schedule to a more complex work program comparable to sheltered workshop activity.

Financial assistance from the Department of Hospitals in this program is limited. Consequently, in most instances, communities developing these programs may very well have to begin the services which they expect the Department of Hospitals to participate in on a very limited basis. Usually one type of service and one class within that service is a beginning program.

The Department of Hospitals recommends that one day care unit constitute a minimum of 5 children and a maximum of 10, depending upon the hyper-activity of the child. It is further recommended that enrollment in a new unit begin on a gradual basis and its maximum enrollment be attained over a gradual adjustment period of approximately six months. Each unit should have one teacher and one attendant. Consequently, the Department of Hospitals refers to day care center units as one teacher, and one attendant providing day care services to a minimum of 5 children and a maximum of 10 children.

Administrative Procedure

The day care center program is operated by the Department of Hospitals on a purchase of service plan. Administrative responsibility for the operation of the program is placed directly upon the local community. In most instances the community's interest is represented by the local associations for retarded children. In any case the community representative must be an incorporated body through which the Department of Hospitals can negotiate a contractual agreement for the purchase of day care center services.

Committee structure

Good day care center administration requires special attention to some specific factors. These can best be attended to in voluntary administrative groups by special committees of the administrative organization. It is recommended that the following committees be established:

Building

The procurement and the preparation of the building to adequately house the program and the maintenance of the building, so that it meets basic safety, health and comfort standards.

Finance

The Association will assume responsibility for efficiently and systematically handling the finances involved in the operation of the program. It will be responsible for receiving funds and dispersing funds involved in the activities, such as payment of bills, salaries, and the development of an insurance program.

Publicity

The Association will assume responsibility for developing a publicity and general information program, so designed that the community will be made aware of the program, its needs and contributions.

Evaluations

The Association will cooperate with the Department of Hospitals in constantly evaluating the effectiveness of the program in respect to the evident needs in the community. It will prepare recommendations for alterations and expansion of the program when these are indicated.

Curriculum

The Association will in cooperation with the consultant from the Department of Hospitals prepare a curriculum for the Day Care Center.

Personnel

The Association will prepare an overall personnel policy. This should include procedures for employment and dismissals, the establishment of a grievance committee, the preparation of job description for each position to be staffed, the establishment of salary ranges for the plan for increases, the preparation of a statement concerning sick leave, holidays, working hours, etc.

Admissions and Dismissals

The Association in cooperation with the Department of Hospitals will be responsible for the establishing of policy regulations for eligibility for admission into the day care center. It shall prepare a procedure by which dismissals from the center shall be made, the implementation of these policies shall be completed by the professional staff. Admissions and Dismissals Committee should be made up of practitioners within the community. The membership should include physicians, social workers, psychologists, and special education teachers. If all of these persons are not available an attempt to utilize related professional disciplines should be made.

The responsibility of this committee is to establish a criteria by which they will determine whether applicants are eligible to be admitted to the day care unit. The criteria should include basic medical information, social history, and psychological information. It is important that this committee be made up of individuals who do not have children that will participate in this program.

Consultation

The Department of Hospitals will provide consultation to the administrative group of the local day care center.

Purchase of Service

The Department of Hospitals will purchase from the local administrative committee the services of the day care program based on the following formula. The salary of one teacher and one attendant and $40 per month for supplies and materials. The average cost of one day care unit at this time is approximately $5,800.

In order to utilize available funds over as broad an area as possible, it is expedient that the local community cooperate in holding the operational costs at as low a level as possible and yet provide efficient and effective service.

SUPPLEMENT NO. IX

SAMPLE FORMS WHICH MAY BE USED IN DAY CARE CENTERS

REFERRAL FORM

Information Secured by Social Worker

Date____________________

A. IDENTIFYING DATA

1) Name____________________________
2) Race__________
3) Date of Birth____________________________
(Month) (Date) (Year)
4) Sex__________
5) Phone No.____________________________
6) Address____________________________
7) Parents: Father____________________________
Mother's Maiden Name____________________________

B. DEVELOPMENT

1) Was birth normal? YES______ NO______
2) Is there a known history of brain damage? YES______ NO______
3) Has brain wave test ever been done? (If YES, give location and approximate date) YES______ NO______
____
4) What cause has been ascribed for applicant's mental deficiency? ______
____
5) Indicate how the following applies by YES or NO.
   - a) Walk YES______ NO______
   - b) Talk YES______ NO______
   - c) Understand simple directions YES______ NO______
   - d) Soil self YES______ NO______
   - e) Wet self YES______ NO______
   - f) Feed self YES______ NO______
   - g) Dress self YES______ NO______
   - h) Climb a limited number of stairs YES______ NO______
   - i) Make known to others his need to go to the toilet YES______ NO______

C. PERSONALITY

1) Is applicant hyperactive? YES______ NO______
2) Is applicant obedient and cooperative? YES______ NO______
3) Is applicant cross or passive?(underline which one) YES______ NO______
4) Has applicant any immoral habits, such as theft, lying, sexual irregularities? (underline which one) YES______ NO______

D. MEDICAL HISTORY

1) Give name and addresses of any doctors who have seen applicant.

Dr.______________________________ Dr.______________________________
Address___________________________ Address___________________________

Dr.______________________________ Dr.______________________________
Address___________________________ Address___________________________

2) Is applicant subject to epilepsy or convulsions? YES______ NO______

a) If so, describe (frequency, severity, time most likely to occur, and whether or not medication has been prescribed)______________
____

3) Does applicant have any of the following problems:

a) Allergies YES______ NO______
b) Speech defect YES______ NO______
c) Sight YES______ NO______
d) Physical disability YES______ NO______

If YES to the above, describe - ______________________________
____

4) Has applicant had any surgery? YES______ NO______
If YES, describe operation and medical facility - ______________
____

5) Is applicant taking any drugs or medication? YES______ NO______
If YES, give name and dosage - ______________________________
____

E. OTHER INFORMATION

1) Has applicant ever attended school? YES______ NO______
If YES, give name or names, if more than one, and approximate date - include private schools.______________
____

2) Is applicant or applicant's family known to the Welfare Department or any other social agency or educational facility? YES______ NO______
If YES, please give name______________________________________
____

3) To whom do we have authority to release this data?

______________________________ ______________________________
______________________________ ______________________________

4) May aspirin, anacin, bufferin or empirin be given to your child when needed, at the discretion of the health nurse? YES______ NO______

Signature______________________________________

APPLICATION

FOR DAY CARE CENTERS

1. GENERAL INFORMATION

DATE OF APPLICATION________________

Applicant's Name______________________________Sex____Race____Birth________

Address________________________________Parish___________Phone__________

Father's Name___________________________Education______________________

Father's Occupation____________________________Income__________________

Mother's Name___________________________Education______________________

Mother's Occupation____________________________Income__________________

Place of Contact: Phone__________________

Family Physician_______________________________Phone_______________

Family Composition:

No. of Brothers and Sisters__________In Home_______Out of Home______

Language spoken_________________________Religion___________________

Past and Present Medical Problems in Family _________________________

____

____

____

2. DESCRIPTION OF APPLICANT

Noticeable disabilities (speech, vision, hearing, walking, hands, crippling condition, mental retardation).

____

____

Description and History of Applicant's Condition ____________________

____

____

____

____

(Use back of page, if further space is needed)

Applicant's General adjustment (to family, friends, and toward his condition)

____

____

____

3. PAST EXPERIENCES AND OPPORTUNITIES

Educational (Classes attended) ______________________________

____

____

Social (supervised recreational activity) ____________________

____

____

Vocational (special abilities, skills, training) _______________

____

____

Religious (training and progress) ___________________________

____

____

4. PRIOR SERVICES RECEIVED

Have you received services from any public or private agency? YES_____ NO_____
If your answer is YES, please describe:

Name and Location of Agency________________________________Date___________

Services Received____

____

Name and Location of Agency________________________________Date___________

Services Received____

____

MEDICAL RECORD

FOR DAY CARE CENTERS

Name ______________________ Sex: M ( ) F ( ) Race: White ( ) Other ( ) Date of Birth: Month _______ Day ___ Year ____

Address ______________________ Parish ______________ Phone ___________

Name of Parent or Guardian ______________________________________

DISEASE EXPERIENCE AND PHYSICAL INADEQUACIES

Disease	Mark X	Disease	Mark X	Disease	Mark X
Allergy	( )	Hearing Loss	( )	Oligophrenia	( )
Appendicitis	( )	Heart Disease	( )	Pneumonia	( )
Birth Injury	( )	Hernia	( )	Polio	( )
Chickenpox	( )	Intestinal Parasites	( )	Rheumatic Fever	( )
Convulsive Disorder	( )	Jaundice	( )	Smallpox	( )
Diabetes	( )	Kidney Infections	( )	Tetanus	( )
Diptheria	( )	Measles	( )	Thyroid	( )
German Measles	( )	Meningitis	( )	Tuberculosis	( )
Head Injury	( )	Mumps	( )	Whooping Cough	( )

Others (Specify) 1. ___________ 2. ___________ 3. ___________ 4. ___________

IMMUNIZATION RECORD

Disease	Original	Boosters		Date	Reaction
Diptheria			Tuberculin		
Whooping Cough			Smallpox		
Typhoid Fever			Other		
Tetanus					
Polio					

LABORATORY DATA

Test	Date	Result
Complete Blood Count		
Urinalysis		
Phenylpyruvic Acid		

PHYSICAL EXAMINATION

Height_____ Weight_____ Blood Pressure_____ Temperature_____ Pulse Rate_____

Posture __________
Nutrition __________
Skin __________
Scalp __________
Head __________
Ears __________
Eyes __________
Nose __________
Teeth __________
Stool Test __________

Mouth __________
Throat __________
Tonsils __________
Lymph Nodes __________
Chest __________
Heart __________
Lungs __________
Abdomen __________
Spleen __________

Umbilicus __________
Spine __________
Genitalia __________
Anus __________
Extremities __________
Feet __________
Reflexes __________
Liver __________
Glands __________

1. Describe abnormalities____

____

____

____

2. Is this pupil in need of further medical diagnosis and care? YES___NO_____

3. Which of the following do you recommend:

   a) Unlimited activities ---------------------------------- YES___NO_____

   b) Slightly modified activity, under observation---------- YES___NO_____

Explanation of affirmative responses to any of above questions ____________

____

____

____

____

OTHER MEDICAL NOTES OR REMARKS

Date______________________ Physician's Signature______________________________

CHILD'S INDIVIDUAL PROGRESS REPORT

Date ____________________

I. PERSONAL DATA

Child's name ______________________________ Sex ________ Birthdate ________

Parent's name ______________________________ Address ____________________

Date of Admission ____________________ Date of Departure ____________________

Attendance: Days present ________________ Days Absent ____________________

Name of Teacher ____

II. CLASSROOM EVALUATION

A. LEARNING ABILITY

1. Attention Span

______ a. Can child focus attention?
______ b. Under five minutes
______ c. Longer than five minutes
______ d. How long? 5 10 15 20 25 minutes

Remarks:

2. Understanding Instructions

______ a. Does child understand verbal instructions?
______ b. Do instructions have to be supplemented by gestures?
______ c. Can child understand serial instructions (i.e., put the pencil there and bring me the box)?
______ d. How many times must simple instructions be repeated?

Remarks:

3. Distractability

______ a. Is child easily distracted?
______ b. By outside stimuli?
______ c. By own ideas and thoughts?
______ d. Can child's attention be recalled to do task at hand?

Remarks:

4. What are the physical limitations to responding

______ a. Vision
______ b. Hearing
______ c. Motor coordination

Remarks:

5. What is the response to conditions of reward and punishment

______ a. Does the child respond to verbal reward (i.e., "good")?
______ b. Does he respond to reward by gesture (clap hands, pat on head, nod yes, smile)?
______ c. Does child respond to negative verbal reward (no, no, that's not nice, bad, etc.)?
______ d. Does the child respond to non verbal negative reward (shake head, slap hands, frown, etc.)?

Remarks:

B. BEHAVIOR EVALUATION

1. Motor Development

a. Large muscle patterns: Such things as ease of walking, running skipping, alternating feet on stairs, learning ball skills, skating, use of wheel toys, etc.

Check appropriate line

____ (1) Minimal skill and minimal progress.
____ (2) Some improvement in some areas.
____ (3) Conspicuous progress in most areas.
____ (4) Seems to have levelled off in these areas.
____ (5) Has already attained high degree of skill.

Remarks:

b. Fine motor coordinations and eye-hand skills: Such things as cutting, manipulation of blocks, beads, puzzles, clay, tracing tying, lacing, control of crayon or paint brush.

Check appropriate line

____ (1) Minimal skill and minimal progress
____ (2) Some improvement in some areas
____ (3) Conspicuous progress in most areas
____ (4) Seems to have levelled off in these areas
____ (5) Has already attained high degree of skill

Comments:

2. Self-Help and General Independence

Check one or more appropriate spaces:

a. Eating skills: Finicky____, not fussy ____, eats everything____, voracious appetite___.
b. Toilet habits: Frequent accidents____, occasional accidents____, reliable when reminded____, completely independent____.
c. Dressing, handling clothing: Dependent, little effort____, tries, but needs much help____, needs help with fastening____, completely independent____.
d. Washing: Dependent, little effort____, tries, but needs much help____, needs reminding____, completely independent ____.

Comments:

3. Emotional Growth

Check one or more appropriate spaces.

a. Shows anger: Excessively____, justifiable____, insufficiently____, directed at others____, directed at things____, directed at self____.
b. Shows fear or timidity: Excessively____, justifiably____, insufficiently ___, can be reassured: with difficulty____, fairly easily____, easily____.
c. Shows affection: Indiscriminately____, excessively____, discriminatingly____, suitably for age____, too minimally____.
d. Exciteability and hyperactivity: Excessive passivity____, normally responsive and active____, very easily over-excited without external cause____, regains composure with difficulty____, only with adult help____, by himself____.
e. Resistiveness: Cannot cooperate voluntarily____, often refuses, but can be talked with____, ambivalent - unpredictably cooperative____, teasing: generally cooperative____, always cooperative____, unpredictably cooperative____.
f. Frustration tolerance and self-control: Not frustrated because not involved in activity____, very easily frustrated, minimum control____, easily frustrated but tries to control____, feels frustrated, but handles it acceptably____, persists, not easily frustrated____.

Comments:

4. Social Development

Check one or more appropriate spaces:

a. Communication with others: Minimum speech skill____, moderately comprehensible speech____, good speech____, Minimum interest____, moderate interest____, high interest____, excessive chattering____, special problem____.

b. Social participation: Isolated, minimum response to others____, typically interacts with only one person (child, adult) at a time____, can participate in group (free play, or adult-directed____, voluntarily participates in group (free play or adult-directed____, initiates and sustains group activity____.

c. Social attitudes:

(1) In activities: Taking turns____, sharing____, having center of stage____, being able to lose____, (unable, able) to accept rules____.

(2) Toward property: Deliberately destructive____, destructive carelessly____, clumsily____, imitatively____, or out of curiosity____, occasionally as emotional outlet____, rarely or never destructive____, respects property____.

(3) Toward people:

(a) Hostility: Deliberately hurting (children, adults) without provocation____, with provocation____, crude, unskillful contacts____, may hurt, but not on purpose____, teases, incites others toward hostility____, rarely or never shows hostility____.

(b) Dependency: Habitually clings (child, adult)____, regresses easily to dependency on (child, adult)____, unable or unwilling to accept help____, dependent only to accept help____, dependent only when justifiably in need of help____.

(c) Sensitivity: Oblivious, unaware of others' feelings____, normally aware of others____, more concern for own feelings than others'-self-centered____, outgoingly sensitive____, shows sympathetic concern for others (occasional, typical)____, overly sensitive, response out of proportion to situation____.

Comments:

C. ACADEMIC READINESS ABILITIES AND SKILLS

Check appropriate lines

___ 1. Ability to see likenesses and differences in concrete objects.
___ 2. Recognizes that books can delight and inform the reader.
___ 3. Recognizes that printed symbols represent meaning.
___ 4. Shows evidence of a strong desire to learn to read.
___ 5. Ability to listen and to follow oral directions.
___ 6. Ability to follow left to right visual progression.
___ 7. Ability to hold a book properly and turn one page at a time.
___ 8. Ability to hold crayon and pencil adequately.
___ 9. Ability to trace simple object outlines.

___ 10. Ability to correctly count one, two and three objects.
___ 11. Ability to correctly select one, two and three objects from a group of the objects.
___ 12. Ability to write the first initial of their name in manuscript.
___ 13. Ability to recognize own name when listed among a group of other names.
___ 14. Ability to write own name in manuscript.
___ 15. Ability to name correctly the written numbers 1 and 2.
___ 16. Ability to rote count to 5.
___ 17. Enjoys rhythmic activity.
___ 18. Enjoys fingerplays, nursery rhymes and action songs.
___ 19. Know basic colors.

Comments:

II. RECOMMENDATIONS:

PRE-SCHOOL DAY CARE CENTER TERM REPORT

FOR______________________________ DATE__________ DAYS ABSENT__________

SELF HELP

SOCIAL SKILLS

MOTOR SKILLS

COMMUNICATION

Listening

Speaking

Writing

Arithmetic

Music

PLAY TIME USE

____

TEACHER

Pre-School Day Care Classes

DAY CARE CENTER

SESSIONS 19___19___

PROGRESS REPORTS OF

____

______________________________ SCHOOL

______________________________ PRINCIPAL

______________________________ TEACHER

	PERIODS						
	1	2	3	4	5	6	7
1. Expresses ideas well orally							
2. Writing							
3. Participates in reading readiness							
4. Understands what is read to him							
5. Recognizes numbers							
6. Understands number concepts							
7. Counts							
8. Recognizes Name							
9. Self Help							
10. Handicrafts							
11. Phy. Ed., Health, Safety							
12. Personal Health Habits							
13. Music - Listens to and sings							
14. Attitude on playground							
15. Attitude in classroom							
16. Good work habits							
17. Excessive conversation							
18. Span of attention							
19. Participates with group							
ATTENDANCE							
Days in period							
Days present							
Days absent							

Signatures of Parents

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________
7. ______________________________

A check ( ) opposite a character trait indicates satisfactory progress.

DESIRABLE HEALTH HABITS

Health is one of the important objectives of education. It is necessary that home and school cooperate in order to attain positive results. The HOME can help by giving attention to the following matters:

1. REST - Sleeping at least ten hours.
2. FRESH AIR - Making provision for fresh air day and night.
3. PLAY - Playing out of doors in sunny weather, at least two hours.
4. DIET - Including plenty of milk, vegetables, cereals, eggs, fruits, and water - candy and sweets at meal times only; eating slowly and chewing food well.
5. CLEANLINESS - Going to toilet every morning; washing hands after toilet and before meals; bathing frequently; brushing teeth morning and night.
6. POSTURE - Observing correct position at all times when sitting, standing, or walking.
7. OTHER PRECAUTIONS - Keeping hands away from mouth, nose, and eyes, using handkerchief when sneezing or coughing.
8. SAFETY - Observing all rules of traffic, and guarding against fire hazards and other dangers.
9. EYESIGHT - Reading, studying, or working in a good light without glare.
10. IMMUNIZATION - Preventing Smallpox, Diphtheria, Tetanus, Whooping Cough, and Polio.

The school strives to help by having children practice all health habits that can be observed during school hours, by keeping height and weight records, and by close inspection of children to prevent spread of contagious diseases.

COMMENTS

Dear Mother and Dad:
I have been in school for 3 months and----------------

I have enjoyed learning:

- finger plays
- songs
- lots and lots of stories
- several games and songs for dramatic play

We have been learning to use:

- easel paint
- modeling clay
- paste and scissors
- crayons
- large building blocks
- rhythm instruments
- hole puncher
- plaster of paris
- planting tools

Most of us know how to:

- Skip
- Roll ball
- Throw ball
- Use puzzles
- String beads
- Hang coats
- Wash hands
- Brush teeth
- Follow simple directions
- Control our emotions
- Play cooperatively with others
- Recognize objects and pictures
- Match objects and pictures
- Recognize colors
- Recognize names
- Print name
- Can print number 1 - 10
- Know the meaning of big, little, up, down, in, out, around, under, on, over, circle, square
- Know ages
- Know address
- Recognizes safety signs:
  1. Stop
  2. Go
  3. Boys
  4. Girls
  5. Danger

I know my way to:

- The main building
- The lunchroom
- The principal's office
- The storage room
- My teacher's car
- Four other teacher's rooms

We are learning:

- The name of colors
- Things that are "alike" and "different"
- Things that are "big" and "little"
- To know the number when we see them
- To use numbers in many of our activities
- To tell time on the hour and half-hour
- To improve our natural and spontaneous expression
- Visual discrimination
- Thinking skills
- Various motor activities

Have You Noticed That.

- We know some new words
- We are trying to talk softly indoors
- We can "share" easier
- We know new things about the fall and winter seasons
- We are more aware of the world about us
- We can sit still longer
- We love our books more than ever
- We are trying to be helpful around the house
- We are trying to dress ourselves
- We understand that we should eat all our food at each meal to be healthy
- We are trying very hard to keep our hands out of our mouths and to break other bad habits
- We are learning good manners
- We try to remember to say "Please", "Thank you", "Yes m'am", and "Yes sir"
- We are learning cleanliness habits
- We are learning safety rules to follow
- We are trying to be neat

COMMENTS: ____

____

PARENT'S COMMENTS: ____

____

Parent's Signature____________________

(Return this sheet to me)

EMERGENCY CARE

Please complete the following form and return to your child's school as early as possible. It is extremely important that this information be available in case of a medical emergency. With your cooperation we can do a better job in our school health program in caring for your child.

In order to protect your child______________________________ in case of a medical emergency, we would appreciate your filling in the following:

I. a. Telephone number where parents may be reached____________________

b. Family physician (name)____________________Tel. No.__________

c. Your choice of hospital______________________________________

d. In the event the family physician was not available, indicate another physician to whom your child should be referred.
(Name)_________________________________Tel. No.__________

e. In case of accident or sudden illness to the above named child, I hereby authorize a representative of the __________________ Public Schools to refer the child to the above mentioned physician or any other physician available in an emergency.

II. We have no family physician, and I hereby authorize a representative of the ____________________ Public Schools, in case of an accident or sudden illness to the above named child, to refer the child to the City or County Physician, County Hospital, or available medical service.______________
(Check if you have no family physician.)

III. In the event there is a change of physician or hospital, notify the principal of your child's school immediately.

Signed__________________________________

Address_____________________________Date_____________________

PARENT'S PERMISSION FORM

TO: Office of Special Education

________________________ School District

FROM: ____________________________________

Parents' Names

____

Address and Telephone Number

DATE: ____________________________________

We hereby grant permission for ____________________________ to enroll in ________________________ school. If our child meets the admission requirements, we agree to abide by the following:

1. We will be responsible for our child's prompt and regular attendance in the classroom.
2. We will work with the teacher to solve the learning problems of our child.
3. We will participate in Parent Conferences, P. T. A. and study groups to learn about the special problems of our child.

Pupils will be accepted only after the Placement Committee has passed on their needs for special education, with the following points considered by the committee:

1. Be able to make needs known to others.
2. Be socially adjusted to a degree that will not be a hazard in class either to themselves or to others.
3. The results of a complete medical examination by a competent physician must be furnished to the school by the parents.
4. Pupils must be examined by a qualified psychologist.

Placement of pupils in the class is on a trial basis.

Signatures: ________________________________
(Father)

____
(Mother)

WITHDRAWAL FORM

Special Education

______________Public Schools

Name of Child____

School______________________________Date of Drop_______________

Age____________________Grade__________________________________

Parents Name____

Parents Address___________________________Phone_______________

Did Placement Committee Recommend Removal of Child From Classroom? __________ Yes

__________ No

Reason____

____

____

Did Child Withdraw From Classroom for Other Reasons?

____________________ Yes

____________________ No

Reason____

____

____

PARENT-TEACHER CONFERENCE REPORT FORM

School____________________ Teacher____________________

Name of Child____

Name of Parent_______________________________________

Conference Requested by________________________________
(Teacher or Parent)

Date of Conference____________________________________

Purpose____

____

____

DISCUSSION:____

____

____

____

____

____

____

____

PARENTS PERMISSION FOR FIELD TRIPS

It is wise to secure permission from the parents for such outings. The most feasible way is to ask the parent to grant a blanket permission for all such field trips to be made during the year. The following form may be used:

Special Education Class
______________________School
______________________, 19___

__________________________________has my permission to go on all
(Name of child)
field trips and/or short excursions at any time during the school year that the teacher may deem necessary for concrete experiences. These trips will be well-planned and all precautions will be taken to prevent any accident. I understand, however, that neither the ______________________School nor the____________ School District can assume responsibility for any accident involving my child while on the excursion.

____
(Parents' Signature)

SUPPLEMENT NO. X

SAMPLE DAILY SCHEDULES

DAILY SCHEDULE

For Pre-School Day Care

Session________________

School________________________Grade__________________Teacher________________

HOURS	MINUTES	ACTIVITIES
9:00 - 9:15	15	Bathroom .
9:15 - 9:20	5	Opening exercise, Pledge, roll call, etc.
9:20 - 10:00	40	Pencil and paper work, reading, writing, numbers, alphabet and colors.
10:00 - 10:15	15	Recess
10:15 - 10:35	20	Snack Time
10:35 - 10:45	10	Bathroom
10:45 - 11:15	30	Rest period
11:15 - 11:45	30	Puzzles, picture recognition, music, speech therapy, and coloring.
11:45 - 12:00	15	Free period

Approved____________________________
Supervisor of Instruction

DAILY SCHEDULE

School Age Day Care

Session______________

School______________________________ TEACHER__________________________

HOURS	MINUTES	ACTIVITIES
8:30 - 8:50	20	Opening exercise - Roll call, pledge, patriotic songs, calendar, prayer.
8:50 - 9:20	30	Numbers - Count and recognize pictures, colors and some letters.
9:20 - 9:30	10	Color pictures pertaining to special weekly unit.
9:30 - 9:45	15	Recess
9:45 - 10:00	15	Health - Bathroom, wash hands, check nails and teeth.
10:00 - 10:15	15	Social - Drinks, cookies, parties and housekeeping.
10:15 - 10:30	15	Hand and sense training, records, stories, fingerplay, rhythm band.
10:30 - 11:00	30	Readiness activities, recognizing numbers, forming letters.
11:00 - 11:25	25	Motor coordination - puzzles blocks, clay modeling, paper folding, knitting, basketry, etc.
11:25 - 11:30	5	Clean up - coats

APPROVED______________________________
SUPERVISOR

SUPPLEMENT NO. XI

SUGGESTED MATERIALS AND EQUIPMENT FOR MENTALLY RETARDED CHILDREN

Furniture and Tools

formica top tables 24 by 46 by 24 inches
chairs 14 inches or 16 inches according to the height of the children
double easels
block cabinet
victrola 3 speeds
radio FM
doll house equipped with a round table, doll's bed, two chairs, dish closet, stove and a small chest of drawers
sandbox 36 inches square
workbench 24 inches high equipped with two vises
light hammers
screw driver
coping saws and a supply of blades

Musical Instruments

pair of rhythm sticks
sets of bells
triangles
drums
pair of cymbals

Manipulative Toys

two or three large piece puzzles
sets of large colored beads and string
peg boards and pegs
mailbox
Little Mechanic
hammering set
lacing shoes
form boards
nesting blocks
set of large wooden building blocks
plastic sand pails
scoops, wooden spoons and a colander

Play Materials

large 6-inch kindergarten ball
large 5-inch ball

- soft ball
- small wooden bat
- rag doll
- unbreakable dolls to dress
- telephone
- trucks, 12 inches
- tricycle
- basket
- cart
- set of unbreakable dishes for play

Materials and Supplies

- stapler
- punch
- pint jars of paste
- color powder paints - red, green, yellow
- long handle 1-inch brushes
- 18-inch pan for water play
- packages of hy-glass assorted colored paper
- packages manila drawing paper
- packages newsprint
- packages 9 by 15 inch oaktag
- pieces 36-inch oaktag
- pounds of wet clay
- boxes of large assorted color crayons
- wet mop
- dry mop
- push broom
- corn broom
- dust pan
- small rolling pins
- boxes thumb tacks
- boxes paper fasteners
- boxes paper clips
- sponges
- bars toilet soap
- boxes cleaning powder
- wash basin
- packages victrola needles
- large rolls of scotch tape
- tubes rubber cement
- 36-inch yard stick

18-inch ruler
boxes small wooden wheels
box 1-inch flat head nails
package coarse sandpaper
dozen coping saw blades
pieces bass wood 9 by 12 by ½ inch
box ½-inch screws
Fountain Marking Brush Pen Kit--Model K575-4. Marhar Manufacturing Company,
P. O. Drawer 309, East Orange, New Jersey
Duplicating machine

BIBLIOGRAPHY

Ayrault, Evelyn West. You Can Raise Your Handicapped Child (New York: G. P. Putnam's Sons) c1964.

Batchelder, Marjorie; Comer, Virginia L., Puppets and Plays. Harper and Brothers Publishers, 1956.

Baumgartner, Bernice B., Helping the Trainable Mentally Retarded Child. (New York: Bureau of Publications, Teachers College, Columbia University) c1960.

Betten, Lette and Ardelle Manning, Basic Music for Retarded Children. Ardelle Manning and Productions, P. O. Box 125, Palo Alto, California.

Carlson, Bernice Wells, Ginglend, David R.: Play Activities for the Retarded Child, Abingdon Press, 1961.

Carter, Cleo D.; Phillips, Frances K.; Activities That Teach Health. F. A. Owens Publishing Company, Dansville, New York, 1962.

Chamberlain, Naomi Hooker; Hooker, Olivia Juliette; A Speech Readiness Guide for Parents of Severely Retarded Children. Ohio State University, Olnay Series.

Chapman, Frederick, Recreation Activities for the Handicapped, New York - The Ronald Press Company, 1960.

Clemens, James R., Invitation to Rhythm, Wm. C. Brown, Company, 135 S. Locust Street, Dubugue, Iowa.

Colina, Jessa, ed., Finger Plays - (Cincinnati: The Standard Publishing Company)

Crowninshield, Ethel., Songs and Stories About Animals - (Boston: The Boston Music Company)

Daley, William T., ed., Speech and Language Therapy with the Brain-Damaged Child.

Dalton, Alene; Ashton, Myriel; and Young, Erla. My Picture Book of Songs - (Chicago: M. A. Donohue and Company)

Doan, Eleanor, Finger Fun - (Grand Rapids, Michigan - Zondervan Publishing House)

Doman, Glenn: How To Teach Your Baby to Read. (New York: Random House) c1964. ($3.95)

BIBLIOGRAPHY

Emerson, Nora Belle, Rainbow Rhythms, Emory University, Georgia, 1952.

Fletcher, Hellen Jill, Finger Play Poems and Stories, The Educational Publishing Corporation, Darien, Connecticut, 1958.

Gaitskell, Charles and Margaret, Art Education in the Kindergarten, Charles A. Bennett Company, Inc., 1958.

Groetzinger, Isabelle; Gode, Marguerite, Play and Sing, Hayes School Publishing Company, Wilkinsburg, Pennsylvania, 1958.

Horwich, Frances, Story Book of Manners, Rand McNally and Company, New York, 1957.

Hudson, Margaret, Methods of Teaching Mentally Retarded Children, George Peabody College for Teachers, March, 1958, $4.00.

Hunt, Valerie V., Recreation for the Handicapped, Prentice-Hall, Inc., Englewood Cliffs, New Jersey, 1955, 1958.

Hutt, Max L.; Gibby, Robert G., The Mentally Retarded Child, Allun and Bacon, Inc., 1958.

Hymes, James L., Jr., Behavior and Misbehavior, Prentice-Hall, Inc., 1960.

Ingram, Christine P., Education of the Slow Learning Child, The Ronald Press Company, New York 10, New York.

Inskeep, Annie D.: Teaching Dull and Retarded Children, McMillian Company, 1926.

Johnson, Arden; Circle Dances, Singing Games, Folk Dances, Square Dances, and Mixer Adapted to the Hospital Setting for the Mentally Ill and Mentally Deficient, Minneapolis, Minnesota, 1953.

Johnson, Wendell, et al. Speech Handicapped School Children, (New York: Harper & Brothers Publishers) rev. 1956.

Kaplan, Max, Music in Recreation, Champaign, Illinois, Stipes Publishing Co.

Kephart, Newell C., The Slow Learner in the Classroom, Charles E. Merrill Books, Inc., 1961.

Kirk, Samuel A., Educating Exceptional Children, Houghton Mifflin Company, Boston, Massachusetts.

BIBLIOGRAPHY

Kirk, Samuel A.; Educating the Retarded Child.
Houghton Mifflin Company, 1951.

Kirk, Samuel A., Teaching Reading to Slow-Learning Children.
Houghton Mifflin Company, 1940.

Kirk, Samuel A.; Karnes, Merle B.; and Kirk, Winfield D; You and Your Retarded Child (New York: MacMillan Company) 1958.

Langdon, Grace; Stout, Irving W., Teacher-Parent Interviews,
Prentice-Hall, Inc., 1960.

Lehmann, E. M., A Study of Rhythms and Dancing for the Feebleminded, the Blind, and the Deaf, M. A. In Physical Education, 1936, Ohio State University.

Lewis, Richard S.; Strauss, Alfred A.; and Lehtinsen, Laura E.; The Other Child (New York: Grune & Stratton, Inc.) 1963.

Loewy, Herta; The Retarded Child, A Guide for Parents and Teachers,
(New York: Philosophical Library, Inc.) 1951.

Lowenfeld, Viktor, and Brittain, W. Lambert. Creative and Mental Growth.
4th Edition (New York: The MacMillan Company) c1964.

Martin, Florence; Burnett, Elizabeth, Rime, Rhythm, and Song,
Hall & McCreary Company, Minneapolis, 1942.

Miller, Ann, "Growing with Music - A Program for the Mentally Retarded" Exceptional Children, 20:305-310, April, 1954. An account of an experiment with music and rhythm for a special junior high school class of mentally retarded pupils.

Molloy, Julia S.; Teaching the Retarded Child to Talk,
(New York: The John Day Company) c1961.

Molloy, Julia S.; Trainable Children,
(New York: The John Day Company) c1963.

Norman, Ruth; Sing a Song of Action and Sing and Do Action Songs, Mills Music, Inc., 1619 Broadway, New York 19, New York (Price $1.00 each) 1953.

Pollock, Morris P. and Miriam. New Hope for the Retarded, Enriching the Lives of Exceptional Children, (Boston: Porter Sargent) 1953.

CURRICULUM GUIDES AND PERIODICALS

Sisters of St. Francis of Assisi, St. Collette Schools, Arithmetic Curriculum for the Mentally Retarded, Reading Curriculum for the Mentally Retarded, Music Curriculum for the Mentally Retarded, The Cardinal Stritch College, Milwaukee, Wisconsin, 1960.

Akron Public School. (Ohio) Curriculum.

Curriculum Guide, Arkansas Children's Colony, Conway, Arkansas.

Conner, Frances P., Talbot, Mabel E.; An Experimental Curriculum for Mentally Retarded Children, (New York: Bureau of Publications, Teachers College, Columbia University) 1964.

Guide for Trainable Mentally Retarded, Houston Independent School District, 1300 Capitol Avenue, Houston, Texas.

Ruoff, Amy. A Plan for Teachers of Trainable Mentally Handicapped Children. Sponsored by the Pennsylvania State University at the Selinagrove State School. 1957.

The Illinois Plan for Special Education of Exceptional Children, 1955, Vernon L. Nickel, Superintendent of Public Instruction.

------Recreation for the Mentally Retarded - Prepared by SREB Recreation Committee, The Attendent Training Project. Southern Regional Education Board, 130 Sixth Street, N. W., Atlanta, Georgia 30313. 1964

"Exceptional Children" published by the Council for Exceptional Children, NEA, 1201 Sixteenth Street, N.W., Washington, D. C.

Recreation for the Ill and Handicapped, Journal of Nat'l Association of Recreational Therapists, Inc. c/o Ira J. Hutchinson, Jr., 81-11 156th Avenue, Howard Beach, New York, New York.

Proceedings of Workshop-Conference in Recreation for the Mentally Retarded on Devereux Schools Campus, Devon, Pennsylvania, The Devereux Foundation, Devon, Pennsylvania, 1960.

Educational Policies Commission, Policies Commission in American Democracy, (Washington, D. C., National Education Association) 1946.

BIBLIOGRAPHY

Pollock, Morris and Miriam, *The Clown Family Speech Book*, Charles C. Thomas, Publisher, Springfield, Illinois, 1960

Reese, Thelma Kier; Durell, Thomas J., *Basic Social Studies Discussion Pictures*, Row, Peterson and Company, Evanston, Illinois, 1958 -(EXCELLENT)

Rosen, David, Director of Education, *A Suggested Guide for Recreation for the Severely Retarded*, Vineland State School, Vineland, New Jersey, 1961.

Rosenzweig, Louis E.; and Long, Julia. *Understanding and Teaching the Dependent Retarded Child*, (Darien, Connecticut: The Educational Publishing Corp.) c1960.

Rothstein, Jerome H., *Mental Retardation*, Holt, Rinehart, and Winston, Inc. 383 Madison Avenue, New York 17, New York, $6.75.

Sheehy, Emma D., *There's Music in Children*, (New York: Henry Hold and Company) 1952.

Siegal, Ernest, M. A.; *Helping the Brain Injured Child* - (New York: the New York Association for Brain Injured Children) 1962.

Spock, Dr. Benjamin. *Baby and Child Care* (New York: Pocket Books, Inc.) 1962.

Stern, Edith M.; and Castendyck, Elsa. *The Handicapped Child*, *A Guide for Parents*, (New York: A. A. Wyn, Inc.) 1950.

Ward, Muriel, *Young Minds Need Something to Grow On*, Row, Peterson and Company, 1957.

BIBLIOGRAPHY

ARTS AND CRAFTS

Art Activities Almanac, Wayne University Press, Detroit, Michigan.

Art Recipes, F. A. Owen Publishing Company, Dansville, New York.

Classroom Papercraft Projects and Patterns, Fearon Publishing Company, Inc., San Francisco, California.

Dennison Paper Arts and Craft, Dennison Manufacturing Company, Framingham, Massachusetts.

Homeplay for the Pre-School Child - A Book of Creative Crafts and Activities. Harper Brothers, New York.

New Handcraft Book, F. A. Owen Publishing Company, Dansville, New York.

Play Activities for the Retarded Child, Carlson, Bernice W. Ginglend, David R. Abingdon Press, Nashville, Tennessee.

Scrap Craft, F. A. Owens Publishing Company, Dansville, New York.

Teacher's Highlights - Holiday Handbook - Highlights for Children, Columbus, Ohio.

Well Seasoned Holiday Art, Fearon Publishing, Inc., 2263 Union Street, San Francisco, California.

What To Do In Elementary Handcraft, Hayes Publishing Company, Wilkinsburg, Pennsylvania.

What To Do In Elementary Art, Hayes Publishing Company, Wilkinsburg, Pennsylvania.